

**THE EVALUATION OF SCHOOL-BASED
COMMUNITY CONFERENCES**

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B.H.J., University of Regina, 2001

A Thesis
Submitted to the School of Graduate Studies
Of the University of Lethbridge
In Partial Fulfillment of the
Requirements for the Degree

**MASTER OF EDUCATION
COUNSELLING PSYCHOLOGY**

FACULTY OF EDUCATION

LETHBRIDGE, ALBERTA

June 2007

ABSTRACT

This study evaluated the effectiveness of a school-based Community Conferencing program utilized in response to student acts of misconduct or violence. The satisfaction levels of the various participants involved, the effects on suspension and expulsion rates, the rates of recidivism, the types and follow through of restoration agreements made, and the offences that respond best to Community Conferences were examined.

Role-specific surveys were administered to the various participants in 12 Community Conferences with 105 surveys completed immediately following the Conference and 70 surveys completed via telephone four weeks after the completion of the Conference. Data were analyzed using descriptive, qualitative, and chi-square methods of analyses.

This study provides evidence for the success and satisfaction of incorporating this type of restorative programming into current philosophies and policies within school divisions as an alternative to zero tolerance policies. Participants in various roles reported satisfaction with several aspects of the Conference and its outcome, positive personal changes resulting from the Conference, and positive experiences overall regarding participation. Additionally, a potential decrease in the use of suspension and expulsion, provides further support for its use.

The findings of this study provide a baseline for satisfaction levels, types of restoration agreements made, and rates of recidivism regarding school-based Community Conferences. Results can aid in the process of decision-making for those considering the use of restorative programming in schools. Due to the high rates of overall satisfaction,

the model used in this research by the Edmonton Public School Division, along with the suggestions made by the researcher, can provide a representation upon which others can base implementation of a similar program.

ACKNOWLEDGEMENTS

I wish to express my appreciation to my advisor, Dr. Kerry Bernes. His interest in this research, his clear and focused approach, and the time he made available contributed greatly to my timely completion of this thesis. I gratefully acknowledge Dr. Thelma Gunn for her support, time, and belief in my abilities. I would also like to extend thanks to Dr. Nola Aitken who, despite her time away on sabbatical, provided helpful knowledge and guidance. Thank you to Dr. Jim Mulvale with the School of Human Justice at the University of Regina, for fostering my initial interest in the area of restorative justice, and for committing the time to conduct the external examination.

Thanks to the Edmonton Public School Division, its staff, students, and families for supporting and participating in this research. Specifically, to Dennis Huculak, who was fundamental in making this study possible. Thanks also to the Alberta Conflict Transformation Society, in particular Sue Hopgood, for her ever timely assistance in collecting the data and conducting follow-up as needed. Her enthusiasm and dedication is greatly appreciated.

To the Horizon School Division and the counselling team in which I am so happy to be a part, who have been supportive and patient with my commitments to this program and research.

To the Social Sciences and Humanities Research Council who provided funding for the completion of this research.

Finally, to my family who modeled and instilled within me the value of hard work and perseverance. To my classmate and good friend Gloria, who has shown endless support and a mutual understanding of the depths of this undertaking. To my much loved

family and friends who have had a part in helping me along the way with not only my academic goals, but with the many other important milestones in my life.

Last but not least I would like to express my sincere appreciation to my husband Jason who has been at my side through it all. His strength and encouragement, his sense of humor, his much appreciated technical and practical support, and most of all, his endless love have made this possible. I look forward to continuing our journey together as we ever so promptly step into the next chapter of our life together.

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CHAPTER 1

INTRODUCTION

Youth misconduct and violence is a popular topic of many professionals and community members alike. Police, school staff, parents, criminologists, counsellors, and researchers are among the many that take an interest in understanding and addressing this issue. While the safety of schools has always been a concern to society, the school shooting tragedies in both Columbine High School in Littleton, Colorado and W.R. Myers High School in Taber, Alberta have called the policies and protocols within school divisions across the nation into question. Although addressing school violence has never been easy, pressure to ensure school safety has increased.

As a result, the need for further investigation and understanding into school disciplinary issues, including acts of violence and bullying, and the manner in which these issues are being addressed, is needed. Incidents in schools range from minor disciplinary problems such truancy, lateness, swearing, and teasing all the way up to more serious acts of violence including vandalism, bullying, drug and alcohol issues, verbal and physical threats to harm, assault, and gang related activities. Though the list of practical strategies utilized in response to student misconduct and violence is lengthy, it appears that two main schools of thought exist.

A traditional, yet common, approach at maintaining school safety is that of zero tolerance policies. The focus of this type of response is reactionary, the philosophy underpinning it is control and its goal is that of punishment. The underlying belief is that the threat of punishment will deter potential wrongdoers (Hopkins, 2002). In practice in

schools, zero tolerance policies involve restrictions, sanctions and control in the form of detentions, suspensions and expulsions (MacDonald, 1998).

Despite its popular and widespread use in countries throughout the world, zero tolerance policies in schools have been receiving a great deal of criticism in the last decade. Critics of zero tolerance argue that they disregard student's personal circumstances (Henault, 2001); can be racially discriminatory (Lawson, 2003); feed into the student's feelings of rejection thereby exacerbating the problem (Farner, 2002); are too simplistic and often just a "quick fix" (Christie, 1999); and result in the exclusion of those students who are in need of support the most (Farner, 2002). Moreover, these approaches have been found to be used most often in minor infractions rather than in their intended use with extreme offenses (Sautner, 2001a). Furthermore, little research exists supporting the claim that this type of response is an effective deterrent at all (Henault, 2001; Skiba & Peterson, 1999).

Several alternatives to zero tolerance policies have made their way into our school systems. Alternative programs often involve a contrasting philosophy, which is based on support rather than control and focuses on early intervention as opposed to reactive responses (Christie, 1999; Sautner, 2001). Restorative justice, despite its deep roots in the Aboriginal people of New Zealand and Canada as well as the informal processes for dispute resolution in communities of feudal Europe and earlier, is a new concept within school systems. This approach challenges the many notions that are deeply embedded in western society, and endorsed in homes, schools and institutions (Hopkins, 2002).

Restorative justice is a way of looking at wrongdoing as harm done to people and relationships (Drewery, 2004). Therefore, the focus of restorative programming is on

healing by way of repairing the harm that has been caused by the wrongdoing. In relation to school violence, restorative justice prescribes to the notion that any and all wrongdoing affects the offender, the victim, other students, staff and the community as a whole (Alexander, 2002).

Community Conferencing is one restorative program that has emerged in schools in several countries including Canada (Calhoun, 2000; Hugh & Lynnea, 2004), Australia (Morey & Bruce, 1997) and the United States (Karp & Breslin, 2001). It is a way of resolving conflict where all people affected by the wrong-doing (including the Offender/Harmer) come together with a neutral facilitator to share their feelings, describe how they were affected and develop a plan to repair the harm that was caused. In essence, restorative justice is “collaborative problem-solving” (McCold & Watchtel, 2003, p. 2).

Many advantages to the implementation of restorative justice, specifically Community Conferencing, exist. Some of the arguments in support of Community Conferences indicate that Conferences teach students alternative ways to communicate, resolve conflict, and problem solve (Hopkins, 2002); decrease feelings of fear, anger, and retribution on the part of the victim or person harmed (Baldwin, 2003); help prevent a recurrence of the original behaviour (Karp & Breslin, 2001); confront wrong-doing while affirming the intrinsic worth of the offender (McCold & Wachtel, 2003); transform existing approaches to relationship and behaviour management (Hopkins, 2002); offer mutual respect while holding individuals accountable (Morrison, 2002); and provide opportunities for insight and learning (Cameron & Thorsborne, 2001).

Despite the many cited advantages of Community Conferencing in schools and their popularity, little published research exists regarding their effectiveness. For

restorative justice programs to be supported, valued and funded in both schools and communities, research regarding the effectiveness of such programs must be conducted.

This study's aim is to evaluate the effectiveness of an existing restorative justice, school-based Community Conferencing program. Specifically, it aims to gather data about students referred to a Community Conference after an act of misconduct or violence, and the satisfaction rates of those participants involved in a school-referred Community Conference. In addition, it will examine the effects that the use of a Community Conferencing program has on suspension rates and recidivism rates. Furthermore, this research will attempt to determine which offenses respond best to Community Conferences.

This chapter introduces the importance of studying the effectiveness of alternative programming such as Community Conferencing into schools. Chapter 2 provides an in-depth review of the literature regarding school disciplinary issues. School misconduct and its prevalence, issues of responsibility, the zero tolerance response and resulting concerns, alternatives to zero tolerance, restorative justice initiatives and their theoretical basis, as well as existing programs and research regarding their effectiveness are explored.

The method section (Chapter 3) provides information on the procedure that will be used to conduct the study, including the research design, participants, procedure for data collection, and the method of analysis. In addition, Chapter 3 will include discussion regarding the significance of the study as well as potential limitations and delimitations taken into consideration.

The results section (Chapter 4) will present the outcome of the research analyses. This will include presentation of the descriptive statistics of the sample as well as quantitative and qualitative data resulting from the surveys. The chapter will conclude with a summary of the study's findings.

Finally, the discussion section (Chapter 5) will begin with a summary of the results of the study, discuss the implications of the findings as well as important trends to be noted, provide the strengths and limitations of this study, and offer suggestions for future research.

CHAPTER 2

LITERATURE REVIEW

The focus of this literature review is to investigate what research is available with respect to the traditional approach of discipline in school systems, as well as alternative methods. Specifically, the research attempts to find existing restorative program implementation in school systems and to determine when a restorative justice model, particularly Community Conferencing, may be appropriate in a school division. To fully understand the existing literature, this literature review will discuss school misconduct and its prevalence, issues of responsibility, the zero tolerance response and resulting concerns, alternatives to zero tolerance, restorative justice initiatives and their theoretical basis, as well as existing programs and research regarding their effectiveness.

School Misconduct

School misconduct can include a variety of acts. Some disciplinary issues are in contravention of the School Act while others can be in breach of the Criminal Code. Schoolteachers and administrators are faced with dealing with these events ranging from minor breaches all the way up to major criminal offenses and acts of violence.

School deviance or misconduct can be defined in a variety of ways. MacDonald, a researcher contracted by Alberta Education, indicates that school violence is often defined by teachers and administrators as “behaviours that seriously disrupt the safe teaching or learning environment of a classroom or school” (1998, p. 3). In response to violence by students school divisions develop policies and protocols to address these issues. Most school divisions in Alberta have policies regarding various forms of school violence including student harassment, student use of alcohol and drugs, student made

threats to harm, possession of weapons and school violence. In addition policies exist regarding the guidelines for school suspensions and expulsions. In a nutshell, these policies state that a student can be suspended or expelled for not complying with standards of conduct or when the student's conduct is injurious to the physical or mental well-being of others in the school. With these definitions of what constitutes school violence in mind, the author will now examine the prevalence of school violence.

Prevalence of School Violence

What is the reality of school disciplinary issues and violence? How bad is it, and is it getting worse? In the examination of the existing literature it seems that there is a very conflicting view about the actual reality of school violence. Different perspectives on the nature and scope of the problem regarding school violence exist. This results in a very confusing picture of the prevalence and incidence of school violence (Furlong, 1994).

Some research indicates that violence among youth, particularly within the school system, is on the rise. Jull (2000) cites several Canadian studies indicating that people feel violence is more of a problem than it was ten years ago and that teachers are reporting dramatic increases in the type, frequency, and severity of violent behaviour in classrooms.

Bullying, one form of school violence, is currently one of the most talked about acts of school misconduct. Bullying in schools is argued as being a global experience. Many believe that the prevalence of bullying is an increasing problem. Research into both the short and long-term effects of bullying is often conducted. Morrison (2002) states: "Children who tread the path of bully and victim can carry the emotional turmoil with

them for a long time” (p. 3). There is also a belief that children who bully are more likely to drop out of school, use drugs and alcohol, as well as engage in subsequent delinquent and criminal behaviour. Those who have been bullied often have significant health consequences including higher levels of stress, anxiety, depression, illness, and suicidal ideation (Rigby, 1999).

Some studies focus on the feelings or perceptions of school safety. MacDonald (1998) found worrisome results regarding 231 junior high students who were surveyed regarding their perception of safety at school:

1. Four percent never felt safe at school;
2. Over fifty percent had experienced physical forms of violence such as hitting or fighting;
3. Twenty percent of the boys had been threatened with a weapon while at school;
4. More than fifty percent considered bullying to be a problem;
5. Thirty-five percent would never report that they had been victimized or had witnessed school violence.

Statistics Canada (1999) reports that the rate of young people charged with violent crimes fell 1% in 1998, which is the third straight annual decline. However, despite these recent decreases, the rate of youths charged with violent crimes in 1998 was still 77% higher than it was a decade ago.

In contrast, some authors have contested the reported increase of school violence in Canada and maintain that the prevalence has actually declined (Day, Golench, MacDougall, & Beals-Gonzalez, 1995). The main argument that attempts to explain the apparent perception among Canadians that school related violence has increased is that

simply put, it is only a belief. Some authors believe that the perception of increased school violence is actually a misconception that is fueled by the media's attention of specific violent incidents. Furlong (1994) states that haphazard and sensationalistic portrayals of violence in schools contribute to the distorted perception and that if the media and professional papers were examined, the evident theme would be that we have a youth violence problem with particular concerns in our schools. Juvonen (2002) also indicates that highly publicized shootings and their random nature has raised the fears of the public to epidemic proportions. This has left educators, school communities, parents, and the public worried about the safety of school and their children (Skiba & Peterson, 1999).

Other reasons noted for the conflicting and confusing reports of school violence include differences in data collection procedures. Some researchers feel that there is an absence of good data collected over multiple time periods and that much of the data is based on the perception of the single source of teacher reports (Day et al., 1995). Additionally, the research conducted in this area is often the result of opinion surveys. Therefore, it has been argued that although this type of research can help us to understand the level of concern that exists about school violence, it is not a clear depiction of the actual occurrence of violent acts at school. Furlong (1994) indicates that what is consistently found is that there is high levels of *perceived* violence. In addition to a variety of data collection procedures being used, self report measures are also used. Critics of this type of data state that one must consider the differences in the ways in which questions are asked and the way in which survey respondents are defining terms such as violence (Day et al., 1995). Lastly, it has also been argued that this misconception

may also be the result of increased awareness, changes in police response and the youth justice system, as well as methods of reporting.

In attempts to determine what is reality and what is perception it seems that two distinct camps have emerged. Day et al. states:

On the one hand, there are those that appear to “hard sell” youth violence, claiming that youth violence is virtually rampant on our streets and in schools and that the face of youth violence in Canada has changed so dramatically that, if nothing is done now, we will invariably meet with the same destiny as seen in the United States. On the other hand, there are those who tend to downplay the reported levels of youth violence, dismissing increasing trends as differences in definitions used, awareness and methods of reporting. (1995, p. 7)

Despite the differing views, conflicting information and the number of possible reasons behind the apparent confusion, “the overriding perception of teachers and the public is that the number of incidents and the severity of youth crime, violence, and unwanted aggression in Canadian schools is on the rise” (Jull, 2000, p. 1). As a result, the examination of who is responsible for addressing the issue of school violence is necessary.

Issues of Responsibility

Early intervention is often discussed as being the best way to address deviant and acting out behaviours. Therefore, school settings have several advantages for prevention as children attend from very an early age (Christie, 1999). In addition, Morrison (2002) argues:

Schools are an appropriate target because they capture such a large proportion of the population base. They not only capture children in their formative years, they also capture parents in their most influential years with their children. Schools also capture other members of a child's community of support, such as grandparents, friends, teachers, instructors and coaches. Schools, in essence, are a microcosm of society. (p. 2)

In the province of Alberta, the entire purpose of the school system is to develop responsible, caring and contributing members of society. Desirable personal characteristics as well as moral values are fostered in schools. Students are taught ways to become self-reliant and responsible for their own learning (Sautner, 2001a). Schools also provide students with a community of support and help to foster the development of a sense of belonging (Morrison, 2002).

In summary, it is believed that schools have a very important role to play not only in the academic education of our children and youth, but in their moral education as well. Ultimately, the school system is about learning. Not only the learning of academics, but also of appropriate behavior and conduct. In this way, the connection between misbehaviour and schools is obvious. Because children spend a large majority of their time in the school system, schools have a great influence in their development of productive citizens.

As mentioned in the introduction, schools have generally taken two responses to school misconduct. The first response is a traditional approach and involves the use of zero tolerance policies. The second is that of alternative programs that have a contrasting

philosophy. At this time, the writer will discuss what exactly is meant by zero tolerance policies and concerns that have resulted.

Zero Tolerance

In response to the perceived rise in school violence, zero tolerance policies have once again come to the forefront. In *The Dark Side of Zero Tolerance*, Skiba and Peterson (1999) assert that along with the perception of increased violence in schools have come the proponents for “get tough” policies. The authors argue that renewed calls are being made for increasingly punitive measures for any kind of school disturbance. It seems that there has been a knee-jerk reaction in response to the high-profile tragedies. Skiba and Peterson state: “There exists a largely unquestioned assumption that school violence is accelerating at an alarming rate and that increasingly draconian disciplinary measures are not only justified but necessary to guarantee school safety” (p. 372).

Canadian schools also enacted zero tolerance policies in response to the perceived increase in school violence. One such example was the amendment of the Ontario Education Act in 2000 to include Safe Schools or zero tolerance provisions. It claims to promote safety, discipline, and respect by increasing the use of suspensions and expulsions and requiring greater police involvement in response to school disciplinary issues (Lawson, 2003).

Lawson (2003) provides examples such as:

if a student utters a death threat or threatens to inflict serious bodily harm on another person, the Toronto District School Board (TDSB) directs principals to impose a mandatory suspension (10 days) as well as notifying police; swearing at a teacher or at another person in authority carries a one-day suspension; and

committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school carries a five-day suspension or a discretionary expulsion. (p. 3)

Proponents of zero tolerance believe that swift and severe punishment for rule-breakers will put an end to deviant, destructive behaviours. However, although it seems that most people are aware of this being somewhat inaccurate, the *image* of “getting tough” that is portrayed by these policies may be of more importance (Skiba & Peterson, 1999). Sautner (2001b) further confirms by stating: “Zero tolerance policies are more politically expedient, than they are professionally or educationally sound” (p. 194). Baldwin (2003) argues that unfortunately, this is understandable at times considering the pressure that society and the media put on schools regarding their violence response policies.

Zero tolerance policies have been implemented in an attempt to deter and address student misconduct. Despite their intended purpose, many concerns have come to the forefront regarding these policies. These concerns and the possible damaging effects of such policies will be considered in the following section.

Concerns with Zero Tolerance

A major point to consider is the direct correlation of zero tolerance policies with school suspensions and expulsions. By the nature of these policies, suspension or expulsion is often the most favored consequence. In some schools zero-tolerance policies have resulted in a large increase in suspensions and expulsions each year. Some schools have increased video surveillance, have invested in security and surveillance measures, or have returned to the use of school uniforms (Sautner, 2001b). In the United States, where

zero tolerance policies often have a great deal of support, more than 3.1 million students were suspended and another 87,000 students expelled in 1998 alone (Henault, 2001). It has been argued that these attempts are only an effort at controlling externally rather than empowering and educating students on ways to demonstrate internal controls (Sautner, 2001a).

This leads to an even greater discussion. Research states that youth who are suspended or expelled often end up dropping out of school. In a study completed by Statistics Canada regarding the risk factors for students dropping out of school it was found that when asked their main reason for leaving school, 3% of all 17-year-olds who had dropped out cited school-related reasons most frequently for their early departure. School-related reasons included being bored or not interested in school, problems with schoolwork and with teachers, and being “kicked out of” school which resulted in missing a few credits and therefore not worth continuing (Statistics Canada, 2000).

One of the main philosophies behind zero-tolerance measures is the traditional approach that punishment is an effective deterrent. Critics of zero-tolerance argue that this system defies common sense. For even if punitive measures alone were effective, in these circumstances the punishment does not even fit the crime. Additionally, students are missing out on their education and are often learning worse lessons while out of school. In *Antidote for Zero-Tolerance: Revisiting a Reclaiming School*, Farner supports this claim:

Suspensions and expulsions typically result in extremely needy (academically, socially and emotionally) students being unsupervised for anywhere from a few days to an entire school year. Rather than having their needs met by caring adults

who are committed to educating all youth, these young people get to sleep in, watch television and wander about the community with peers who are in similar situations. The portrayal of suspensions and expulsions as meaningful consequences is highly suspect when the proposed consequence is actually a vacation. (2002, p. 19)

Skiba and Peterson (1999) argue that zero-tolerance policies may also be doing increased harm: There is data to suggest that some actions that are in accordance with zero tolerance policies may in fact add to the emotional harm of a student or even encourage students to drop out. In fact, at times these policies have the potential to exacerbate existing problems by further isolating young people at a time when they most need support (Lawson, 2003). Furthermore, by expelling a student from school the development of trusting relationships with adult figures (especially those adults at school) and a positive attitude toward justice and fairness in society are both at risk (Henault, 2001). It has been argued that suspension can lead to dropping out, which can lead to delinquency, which can then lead to increased risk of violence. Hence, one might discern that the tactics employed by zero-tolerance policies in schools may result in increased youth violence (Juvonen, 2002).

Research conducted by the National Board Association (1984) confirms not only the beliefs and concerns regarding the impact of suspension on students but also that the most recent research available on this method of discipline is more than twenty years old:

1. Suspended students are often the most in need of direct instruction.
2. Students frequently regard suspension as a reward rather than a punishment.

3. Removing students from schools may contribute to delinquency by putting more jobless youth on the streets.
4. Suspended students are often labeled as problem kids for the rest of their school career.
5. Suspensions allow teachers to avoid developing more effective classroom management techniques.
6. Suspensions are generally used for minor infractions of school rules rather than for seriously disruptive behaviours or violent acts.
7. Minority students are disproportionately suspended or expelled.

In addition to the harmful impacts of these policies on our students, MacDonald (1998) discusses the outcomes of the assumption made that control and punishment is the best way to ensure a safe environment. This results in students learning that those in authority are the best people to resolve conflict. Secondly, this approach also obstructs pro-social learning. The author states that schools using this traditional model do not address the need to develop pro-social skills, empower students to take responsibility for regulating their own behaviours, encourage students to learn self-discipline, recognize exemplary behaviour, or provide opportunities for students to become involved in the development of behaviour plans (MacDonald, 1998).

Yet another alarming fact related to zero-tolerance is the complete disregard of a student's personal history, circumstance, or emotional state. In an attempt at fairness, zero tolerance policies hand out consequences equally across the board. This "one-size-fits-all mentality" (Henault, 2001, p. 548) has led to very controversial realities. Moreover, Henault (2001) provides several examples where students have been

suspended or sent to an alternative school for harmless acts that have somehow fallen under the drug or weapon policy. Another concern that arises is one where students are not even aware that they are breaking a rule and then a consequence results. Henault discusses a case where a boy was expelled for having a weapon on school property (a knife in his car) that he didn't even know was in his possession. Some argue that these policies are often used to push out students viewed as "trouble makers" and therefore "racialized students, in particular, already under scrutiny in our schools, are increasingly suspended or expelled under zero tolerance guidelines" (Lawson, 2003, p. 3).

Not only can discrimination result, great damage is caused to relationships within the school in the process of suspensions and expulsions. Most often, this impact is not even addressed. As mentioned earlier, the students facing these consequences are often some of the most high-risk students in the schools. These students often already feel like misfits and when yet one more person in their life rejects them, especially one that is supposedly committed to children and learning, their obstacles to reaching success only rises (Farner, 2002). "The reality of exclusionary practices is that they exacerbate the problem by fueling the failure identity, learned responsibility, and the other seeds of discouragement that contribute to the poor decision making in the first place" (Farner, 2002, p. 20).

Because of these many concerns resulting from zero tolerance policies, it is believed that all policies and programs should be evaluated in terms of their effectiveness regarding their expected purpose. One of the biggest concerns regarding zero tolerance policies is the alarming fact that little, if any, evidence exists supporting the claim that this type of response is effective (Henault, 2001; Skiba & Peterson, 1999). Overall, there

seems to be a general lack of research and careful evaluation into these policies. Several years after its implementation the perception remains that school violence is on the rise. Therefore, is zero-tolerance really proving its claim that severe punishment for all offenses will deter student violence and misconduct? And as Skiba and Peterson question: “When the lives of school children and staff continue to be claimed in random shooting after extensive implementation of the most extreme measures in our schools, is it wise to push these strategies harder?” (1999, p. 377).

Despite the many concerns related to zero tolerance policies, they continue to be a commonly used means of school discipline. Brenda Sautner, founder of the Alberta Safe and Caring School Initiative, discovered that suspensions are one of the most widely used forms of discipline for dealing with problematic behaviour (2001a). However, she was not able to find one school district that could demonstrate its effectiveness in improving school conduct. As a result, the author conducted a research project with its purpose to review the discipline practices commonly used in schools. Her results categorically pointed in the direction that schools are suspending students for relatively minor infractions of the rules such as absenteeism, defiance of school authority, dress code violations, and truancy. This study indicates that although zero-tolerance policies were developed to address the most serious cases of violence in schools, it seems that most of the violations are not major infractions of the rules, but simple defiance of school authority and structure.

Although zero tolerance policies have been implemented in an attempt to deter and address student misconduct, it seems that their intended purpose is not being met. In fact, these policies may actually be more harmful than beneficial to the students and the

relationships within the school system. Given the concerns that arise from zero tolerance policies, several alternatives have been proposed. These alternatives will be discussed in the following section.

Alternatives to Zero Tolerance

Evidence shows that safe schools are not those with a focus on control and punishment but rather those where there exists a “mutual respect, courtesy and opportunities for students to be responsible for the safety and well-being of the school community” (MacDonald, 1998, p. 12). Despite the fact that several schools across the nation continue to use zero-tolerance policies, alternatives do exist and in the last decade schools are increasingly moving away from the traditional and punitive approach.

In *Rethinking the Effectiveness of Suspensions*, Sautner (2001a) states:

Alternatives to suspensions exist and must be used. Any form of suspension should be (a) based on the student’s best educational interest, (b) conducted in a manner that teaches the student more appropriate behaviours, (c) supported by empirical research, and (d) used as a last resort. (p. 210)

In 1999, changes to the province of Alberta’s *School Act* were passed which placed restrictions on school official’s ability to suspend and expel students. These changes require boards to make rules governing suspension and expulsion. As well, it recognizes that an expelled student must retain access to an education and provides parents with the right to meet with administration regarding their child’s suspension (The School Act, 2000).

In 1996, throughout the province of Alberta, the Safe and Caring Schools (SACS) Initiative was introduced under the leadership of the Minister of Learning. This initiative

began as a response to the perception that standards of school conduct were decreasing and violence in schools was increasing. This government funded initiative “provides a multi-dimensional, collaborative and integrative approach to reducing violence in schools” (Sautner, 2001c, p. 197). Because it is believed that Alberta schools continue to be a safe place to learn, the focus of this initiative is to provide school staff and parents with information and resources to address the needs of those students whose behaviour is causing disruption to themselves and others. As part of this initiative, Alberta schools are working toward various projects that foster positive outcomes. The framework that this initiative provides allows schools to continue to grow and foster respectful, responsible students (Sautner, 2001c).

Along with the increased awareness and research into concerns of zero tolerance several alternatives to these policies have emerged. In Alberta alone, changes and amendments to the School Act demonstrate the philosophical changes that are emerging in our society. Along with this movement, has come the introduction of restorative justice principles and philosophies into the school system.

Restorative Justice as an Alternative

The debate in school communities between zero tolerance policies and those of alternative methods often cited is that of the seesaw that exists between punitive and liberalistic approaches to school discipline. Punitive approaches seek to hold the offending party accountable and liberalistic approaches value compassion and have as their purpose to provide support to the offending party. Despite these fundamental differences, Morrison (2002) argues that both approaches have the same aims: to achieve behavioural change for the individual and to keep our schools and communities safe.

As Watchtel (1999) discusses, punishment is the normal response to misbehaviour in several institutions such as schools, families, places of work, and the justice system. Therefore, when people in these institutions do not punish they are often labeled permissive. To better explain, Watchtel developed the punitive-permissive continuum. He argues that this continuum demonstrates the limitations that school staff face, which in turn, forces the school leaders to conform. Because school leaders do not want to be seen as permissive, they opt for their only other perceived choice.

Our society believes that punishment holds offenders accountable. However, Watchtel (1999) explains how this is not the case in the school system:

For an offending student, punishment is a passive experience, demanding little or no participation. While the teacher or administrator scolds, lectures and imposes the punishment, the student remains silent, resents the authority figure, feels angry and perceives himself as the victim. The student does not think about the real victim of his offense or the other individuals who have been adversely affected by his actions. (p. 1)

For Watchtel (1999), accountability is more than just taking responsibility for one's actions. It also involves active participation in the resolution of the conflict in a way that can simultaneously build relations with those affected. Furthermore, resolution involves all the parties involved sharing in the discussion and ultimate plans regarding the problem situation (Karp & Breslin, 2001).

It can be argued that the restorative approach to discipline incorporates both accountability and compassion (Morrison, 2002) as well as expands the options available to school staff beyond the punitive-permissive continuum (Watchtel, 1999). According to

Morrison (2002), a restorative approach involves both these components: A message is communicated to the offender that the behaviour is not condoned by the community and the offender is offered respect, support and forgiveness by the community.

The fundamental premise of the restorative justice paradigm is that wrongdoing is seen as primarily a violation of people and of relationships. A major feature of this approach is that it brings together a community of care around both the offender and those affected, and everyone shares in the resolution of the problem (Drewery, 2004). The philosophy underpinning restorative practices can therefore offer schools a new perspective in which to address behavior issues (Cameron & Thorsborne, 2001).

The Alberta Solicitor General and Public Security (2005) state that the underlying principles of restorative justice processes are:

1. Respect – accorded equally to all participants in a restorative justice process.
2. Inclusiveness – full participation and consensus.
3. Accountability – the offender takes responsibility for the behaviour that has harmed.
4. Reparation – the parties decide what restitution or other measures are appropriate.
5. Restoration – the victim, offender and community are restored through processes that recognize the needs of all parties and provide opportunities for these need to be addressed.
6. Community Involvement – victim, offender and community are all included as key stakeholders in the restorative justice process.

Tony Marshall (1998) from the Center for Restorative Justice and Mediation at the University of Minnesota indicates the desired outcomes of restorative justice are to:

1. Attend fully to victim's needs – material, financial, emotional and social (including those who are personally close to the victim and may be similarly affected).
2. Prevent re-offending by reintegrating offenders into the community.
3. Enable offenders to assume active responsibility for their actions.
4. Recreate a working community that supports the rehabilitation of offenders and victims and is active in preventing crime.
5. Provide a means of avoiding escalation of legal justice and the associated costs and delays.

Braithwaite (2000) indicates the key values of restorative justice are healing rather than hurting, respectful dialogue, making amends, a caring and participatory community, taking responsibility, remorse, apology, and forgiveness. The aim of restorative programs is to reintegrate those affected by wrongdoing back into the community. By doing this, the offender will identify with the community, become a cooperative member, and endorse its laws and values (Morrison, 2002). It is believed that schools can play a primary role in preventing deviant behaviour and supporting in the recovery of those youth that do engage in anti-social activities. In contrast to the suspension or expulsion and further alienation of a student, restorative justice practices could lead to pro-social outcomes by holding youth accountable, yet allowing for restitution and healing through forgiveness and acceptance back into the school community (Blechman et al., 2001).

Emotions, often left out of traditional measures of discipline, have been determined to be a powerful determinant of change. Sherman (2003) argues that

restorative justice is an example of how criminology has become modernized to include the emotions of victims, offenders and society. He states that an element of importance is that “the power of the process comes from the engine of emotional engagement of the participants” (p. 9). The author further explains that emotions often engaged include remorse, guilt, shame, empathy, and hope.

The underlying principles and philosophical assumptions of restorative justice have been discussed. It is believed that these principles fit very nicely into the mandate of school systems. As discussed, many arguments exist for the introduction of these philosophies into our schools. However, it is important to consider the theoretical basis behind this concept. Therefore, a discussion regarding the theoretical basis for restorative justice will follow.

Theoretical Basis for Restorative Justice

A concept behind the use of a restorative justice model is that of reintegrative shaming, developed by the well-known Australian scholar, John Braithwaite (2000). According to this theory societies will have lower crime rates if they communicate shame about crime effectively. The key word in this concept is “effectively.” For, as Braithwaite indicates, there are also ways of communicating shame ‘ineffectively’ that can increase the levels of crime.

To clarify it is important to state that Braithwaite argues that there are two types of shaming: reintegrative shaming and stigmatization. By definition reintegrative shaming is a way that “communicates disapproval within a continuum of respect for the offender; the offender is treated as a good person who has done a bad deed” (2000, p. 2). In contrast, stigmatization is “disrespectful shaming; the offender is treated as a bad

person” (2000, p. 2). The emphasis here is placed on forgiveness. In reintegrative shaming, the offender is held accountable, but is forgiven for his or her mistakes. In stigmatization, the offender is not forgiven, is given a label and as a result, he or she is stigmatized. In his study of various societies and cultures, Braithwaite has determined that societies that use a form of reintegrative shaming such as many African and Asian societies have low rates of crime. In contrast, societies that degrade and disgrace offenders have high rates of crime.

Therefore, in relation to restorative justice models, it is important that the use of reintegrative shaming is employed. In these processes, family members or support people of the offender attend. It is those people, those that are closest to the offender, and those that love and respect him or her that can have the greatest influence over the offending person. Therefore, as Braithwaite argues, they are in the best position to communicate the shamefulness of what has been done (2000). Morrison (2002) further supports this theory by indicating that a process is restorative when the intervention: a) Makes it clear to the offender that their behaviour is not condoned within the community, and b) is respectful and supportive of the individual while not condoning the behaviour.

Furthermore, Braithwaite (2000) argues that the theory of reintegrative shaming will have more of an effect on offenders than traditional measures because it puts the problem rather than the person in the center. Also direct denunciation by a person who may not be respected, such as a judge or police officer, is avoided. As well, Braithwaite (2000) indicates: “...shame is difficult to avoid when a victim and her supporters, as well as the family of the offender, all talked through the consequences that have been suffered, emotionally as well as materially, as a result of the crime” (Braithwaite, 2000, p. 290).

This theory may have a large impact on our understanding of school communities and their use of suspension and expulsion procedures. Suspending or expelling a student excludes him or her from the school community. Although parents are notified, there is not a meeting to discuss the harm that resulted and how it can be resolved with *all* parties involved. This process is stigmatizing to the student as he or she is seen and treated as a “bad” person that needs to be punished. In accordance with Braithwaite’s theory, this process of stigmatization will increase the likelihood of the student repeating the offense.

In contrast, if a school were to utilize a restorative approach, the student would be informed that their behaviour is wrong and that they need to be held accountable, but that they are still a “good” person, a valued member of the school community, and will be treated with respect. In accordance with Braithwaite’s theory, this effective use of reintegrative shaming will lower the likelihood of the student repeating the offense.

Another way in which to examine this issues stems from theories of psychotherapy. Psychotherapies are about learning and are ultimately intended to make change in people: to make them think differently (cognition), to make them feel differently (affection), and to make them act differently (Corsini & Wedding, 2005). Learning and change also often occur in the Community Conferencing process.

One such psychotherapy that may help to explain the change that occurs in the Community Conferencing process comes from a constructivist philosophy. Constructivist psychotherapy is based on the assumption that humans are self-organizing, developing systems that actively construct their social realities. From a constructivist approach, emotions are seen as a powerful and primitive source of knowledge and problems are often conceptualized as an emotional disequilibrium (Bernes, 2003). Therefore, emotion

plays a large role in the change process and is often encouraged and explored to facilitate cognitive change and create new meaning (Lyddon, 1990).

A closely related concept discussed by a constructivist counsellor, William Lyddon, is that of first-order and second-order change. Lyddon explains first-order change as change that results from learning new skills. These new skills provide one with the information needed to alleviate negative emotions and effect change in one's life. Second-order change involves the use of emotional disequilibrium. When one encounters a very difficult circumstance a phase of emotional disequilibrium often results. The strong emotions that result prompt the individual to ascribe meaning to these experiences and make sense of the difficult events, in hopes of returning to a state of equilibrium. Lyddon states that this process results in a reordering of constructs wherein the client has the opportunity to ascribe new meaning to self and environment (Lyddon, 1990).

Furthermore, Lyddon (1990) asserts that indicators of second-order change may include: a) the presence of a perceived developmental life crisis accompanied by significant emotional disequilibrium; b) the need for core personality change and/or fundamental changes in one's assumptions about self, world or reality; c) openness to exploring, experiencing and expressing feelings; d) unsuccessful attempts to resolve the conflict through first order change strategies; and e) prior experience with second-order or transformational change.

This author asserts that the constructivist approach and the theory of first-order and second-order change can help to understand the change that results from a Community Conference. At minimum, first-order change may occur if there is limited emotional involvement and the participant(s) learn a new skill. However, this author also

proposes that second-order change may result. Community Conferences often involve a state of high emotions for many of the participants involved. Through the scripted process emotions are experienced, explored and shared. It is proposed that if the 'offence' and the Conferencing process has caused a very difficult and challenging situation for any of the participants, a state of disequilibrium for that individual may result. Due to the strong emotions that the Conference process stirs up in the individual an attempt to deal with these emotions will result. As the individual experiences, sits with, and attempts to make sense of this intense emotion, change results.

As discussed, theoretical positions from the criminological perspective, specifically the theory of reintegrative shaming, and from the psychotherapy perspective, specifically constructivism, can help to understand the process of Community Conferences. Next, the factors of Community Conferences that help make it conducive to the school system will be discussed.

The Emergence of Community Conferencing in Schools

Restorative justice has been emerging as an increasingly important element in mainstream criminology in Canada as is demonstrated by the current government and community programs (Latimer, 2005). As a result, the implementation of various forms of restorative programming to address issues such as bullying, drug and alcohol use, violence, and school misconduct are also appearing in our schools (Abramsom & Moore, 2001; Cameron & Thorsborne, 2001; Morey & Bruce, 1997; Morrison, 2002; Sherman, 2003; Strang, 2001).

Community conferencing is one such program that is beginning to emerge as a formal way to address behavioural issues and incidents of both less serious and more

serious harm in schools. This model originates from the New Zealand model of Family Group Conferencing (Cameron & Thorsborne, 2001). Family Group Conferencing was born out of the dissatisfaction of the treatment of juvenile offenders, especially those of the Maori background in New Zealand. As a result, *The Children, Young Person and Their Families Act* set out new principles for dealing with juvenile offenders. The Family Group Conferencing model was the mechanism by which an effort to include elements of traditional Maori practices of conflict resolution into the juvenile justice system. In particular these elements included the involvement of both the victim and the offender, along with their supporters, with the objective of repairing the harm that was caused (Strang, 2001).

In 1990, Terry O'Connell, a former Australian Police Officer, developed protocols for the Real Justice Institute regarding a Community Conferencing model based on New Zealand's Family Group Conferencing process (Walker, 2002). Now known as the Real Justice conferencing model, this model is widely used in restorative justice programs around the world.

Cameron and Thorsborne (2001) discuss the relevance of restorative justice in the school setting. The authors assert that with the introduction of Community Conferences into schools, it opens up the door for a more critical analysis of school misbehaviour, and the ideas of compliance and justice. In contrast to looking only at the misconduct as a punishment when school rules are broken, a deeper understanding of the impact of those within the school community is addressed. Restorative justice views the harm as a violation of not only rules, but of people:

Restorative justice means that the harm done to people and relationships needs to

be explored and that harm needs to be repaired. Restorative justice provides an opportunity for schools to practice participatory, deliberative democracy in their attempts to problem solve around those serious incidents of school misconduct that they find challenging. (Cameron & Thorsborne, 2001, p. 4)

Community Conferencing has emerged in schools as an alternative to traditional methods of discipline. It is a program that looks at all of the effects of the wrong-doing and attempts to restore the damage caused to the relationship. Although these programs are emerging in several communities in many countries, little published research exists regarding the evaluation of their effectiveness. The next section will briefly discuss the information that is available regarding the evaluation of restorative programs in schools.

Evaluation of Restorative Justice Programs in Schools

In 1994 and 1997 in the Maroochy area of southern Queensland two pilot projects regarding the implementation of a school-based Community Conferencing program were designed to address serious misconduct in a non-punitive way. The conferences were held in response to assault and serious victimization, property damage, theft, drug use, truancy, and bullying and harassment (Strang, 2001). Results from the Queensland Education Department indicate that “conferencing is a highly effective strategy for dealing with incidents of serious harm in schools” (cited in Strang, 2001, p. 4). Overall, Strang (2001) reports these studies determined that Community Conferencing produced greater levels of procedural, emotional and substantive participant satisfaction (including a sense of justice), greater levels of social support for those affected, and reduced levels of re-offending. Despite the positive outcomes reported and high

satisfaction levels, the study's method and process of data collection are not discussed. Because of this, the findings are questionable.

In 1995 a similar collaborative pilot project with the local police was implemented in Adelaide to deal with minor offending behaviour in the school. Community Accountability Conferences were developed where victims and offenders could participate in a process of accountability and reconciliation. Although this study was small in nature (with only 24 conferences being held) the overall results of this process were well-rated in the area of participant satisfaction (Morey & Bruce, 1997). This study's method was to provide each participant with an evaluation questionnaire at the end of the Conference. Although this seems to be the most common way to determine satisfaction rates of Community Conferences, this only gathers data regarding immediate satisfaction and does not address any long-term satisfaction rates.

In 1998 Calgary Community Conferencing began as an initiative of the City of Calgary Youth Probation Services. In June of 1999, the Calgary Board of Education became a partner. This initiative receives referrals from both the school board and the court system. Calhoun (2000) conducted a study between January 1998 and May 2000 regarding the school based referrals. Referrals were made for conferencing for incidents regarding assault, interpersonal conflict, and property damage. The majority of referrals came from principals; however, school counsellors and the suspension desk also made referrals. Overall, Calhoun reports that participants felt very satisfied with their experience. A high level of satisfaction was expressed regarding the safety of the conference and the facilitator's helpfulness. As well, conference participants were satisfied with their sense of being able to speak their mind, feeling supported, and the

overall running of the conference. Very similar to the method used in the Adelaide study, this study involved the use of a survey which included both closed-ended and open-ended questions immediately following the Conference. Again, concerns exist regarding long-term satisfaction and benefits of Conferences.

In 1999 in Surrey, British Columbia, Hugh and Lynnea attempted to bring restorative justice programs to their school as a result of increased disciplinary problems, including bullying and harassment. Hugh and Lynnea received training from the Real Justice Institute and began to conduct conferences in their school, Princess Margaret Secondary School. This practice continued to grow as more and more referrals were made to address school behavior, bullying, and harassment. This led to the demand for more staff training and the eventual implementation of both informal and formal methods, in elementary, junior and secondary schools throughout their school division. Research has not been conducted with respect to the effectiveness of conferencing within their schools. However, anecdotal evidence indicates high satisfaction levels and less repeat conflicts. The authors state that both “students and parents appreciate the respectful, inclusive solutions that result, as well as the process of achieving them” (Hugh & Lynnea, 2004).

In 2002, Edmonton Public School Division established a pilot project implementing the use of Community Conferences as an option in their school disciplinary procedures. Students in Edmonton Public School Division can be referred to, or involved in, a Community Conference based on 3 rationales:

1. When a principal is moving toward an expulsion, Leadership Services may recommend a Community Conference. At this time, the principal can refer the issue to a Community Conference.
2. At an expulsion hearing a Community Conference may be imposed by the Leadership Supervisor. A decision regarding expulsion would be delayed pending results of the Community Conference.
3. A principal may refer a student or group of students to a Community Conference if their behaviour contravenes the School Act or Criminal Code, or is a chronic issue that has not been successfully resolved by the traditional means.

Criteria for a Community Conference in Edmonton Public School Division to be conducted includes: a) the Offender/Harmer must admit his or her involvement in the misconduct; b) the Offender/Harmer and Victim/Harmed must agree to attempt to repair the harm; and c) the Offender/Harmer and Victim/Harmed must voluntarily agree to participate.

Edmonton Public School division contracts services from the Alberta Conflict Transformation Society (ACTS) to facilitate the school referred Community Conferences. ACTS use a model developed by the Real Justice Institute which follows the scripted process developed by Terry O'Connell. Although ACTS has been providing services to the Edmonton Public School Division for four years, research regarding its effectiveness has not been conducted

One popular way in which to gather information regarding satisfaction levels is through a survey or questionnaire process. Although the approach of questioning

participants regarding their experiences and changes resulting from their involvement in a particular situation seems logical, it is not without controversy. Some authors indicate that verbal reports have been suspect as data. Payne (1994) suggests that the main issue in determining validity of verbal reports is by the number of processes between the short term memory and verbalization. Additionally, Ericsson and Simon (1993) indicate that the more time that elapses between the cognitive processes and the verbal report the higher the chances of the report being inaccurate. In terms of Community Conferences, one might infer from this information that surveys conducted immediately following the Conference are more accurate than surveys conducted days or weeks after the Conference due to the number of other cognitive processes and the time between the Conference and the follow-up survey. Ericsson & Simon (1998) also indicate that other factors such as the level of sensitivity of the issue, willingness to report, the culture and language of the participant and the use of vocabulary of the researcher can all impact verbal reports.

Another factor one must consider when looking at verbal reports is that of memory. Memory plays a large role in reporting as it is in these processes in which events are stored and retrieved again. In retrospective verbal reports, memory has the most impact. Ericsson and Simon (1980) indicate that once information has been stored in the long-term memory and the information is being recalled, there is potential for false memories or false information. Again, this may have implications in follow-up surveys regarding Community Conferences as participants will be basing their reports of satisfaction on their memory. To this author's knowledge, no such research related to the connection between verbal reports and reporting satisfaction levels has been conducted.

As previously discussed, restorative justice programs, both community and school-based, are beginning to emerge in Canada. Despite their popularity, little published research exists regarding their effectiveness. For restorative justice programs to be supported and valued in both schools and communities, research regarding the effectiveness of such programs must be conducted.

Community Conferences have been implemented in Alberta schools, namely, the Calgary and Edmonton Public School Divisions. Although similar regarding the referrals made to the Conferences, they are employing different models. Calgary has conducted research based on their model and as discussed earlier have found it to be highly effective in terms of participant satisfaction in the school system. It can therefore be argued that research into the effectiveness of the Real Justice Institute model, as used in school-based referrals in Edmonton Public School Division, is a necessity.

This study's aim is to evaluate the effectiveness of an existing restorative justice, school-based Community Conferencing program. Specifically, it aims to gather data about students referred to a Community Conference after an act of misconduct or violence, and the satisfaction rates of those participants involved in a school-referred Community Conference. In addition, it will examine the effects that the use of a Community Conferencing program has on suspension rates and recidivism rates. Furthermore, this research will attempt to determine which offenses respond best to Community Conferences.

Statement of Research Questions

This study is designed to examine the effectiveness of Community Conferencing in addressing school related behavioural and/or criminal issues. It is guided by the following research questions:

1. For what offenses are students being referred to Community Conferences?
2. What are the satisfaction rates of students referred to Community Conferences for behavioural and/or criminal issues?
3. What are the satisfaction rates of victims or those harmed that are involved in a Community Conference?
4. What are the satisfaction rates of parents and/or supporters of the students involved in a Community Conference?
5. What are the satisfaction rates of the Referring Agent with the Community Conference procedure and outcome?
6. What percentage of conferences reached restoration agreements at the end of the conference?
7. What types of restoration agreements were reached via Community Conference?
8. What percentage of students involved fulfilled the requirements of the restoration agreement?
9. What percentage of students involved re-offend? In the same offense? In a different offense?
10. Has the implementation of Community Conferencing into the school division decreased suspension rates? Expulsion rates?
11. What offenses, when referred to a Community Conference, provide higher satisfaction levels?

Chapter 3 will provide the reader with a discussion of the methods and procedures utilized to conduct this study, including the research design, method for sampling, data collection and analysis. The chapter concludes with the significance of the study and an exploration of the potential limitations. Chapter 4 will present the results of the data analysis and will be followed by Chapter 5 which will discuss the results and implications of the study.

CHAPTER 3

METHOD

The methodological design of the study is outlined in this chapter. First, the research design of the study will be presented. Second, the sample and data collections will be discussed to provide insight into the specific attributes of the Edmonton Public School Division, and the participants themselves. Information relative to the instrument used to collect data is also provided. The method of analysis will be presented next. Finally, an exploration of the potential limitations of this study concludes the chapter.

Research Design

An evaluation of the current restorative justice program, Community Conferencing, was evaluated regarding its effectiveness. Surveys were completed by the participants (i.e., Offender/Harmer; the Victim/Harmed; and the Community Members/Supporters: parents, school staff, community members, and/or supporters; and the Referring Agent) immediately following the Conference (Survey 1) and four weeks after the completion of the Conference (Survey 2). Information regarding suspension and/or expulsion rates, as well as rates of recidivism, were collected. For students to be referred to a Community Conference they engaged in a behaviour that contravenes either the School Act or the Criminal Code. This process explored the satisfaction levels of the above-mentioned parties to determine Conference effectiveness.

Sample

Edmonton is the capital city of Alberta and is located in the central part of the province. With a population of just under 938,000 at the time of the 2001 Census of Canada, Edmonton is the sixth largest metropolitan region in Canada. Information from

the 1999 ASPA Conference indicates that the Edmonton Public School Division has 206 schools with 80,000 students. There are 25 specialist schools in the Edmonton Public School Division, including, but not limited to military schools, girls schools, and professional sport schools. A Catholic education system exists in the city and has approximately 30,000 students (Ken Dropko, Assistant to the Superintendent of the Edmonton Public School District).

Leadership Services is an authoritative body within the Edmonton Public School Division that provides advice, mediation, coaching, training and proactive planning to support schools, parents, and community partners in various different ways. The belief that the principalship is the most critical leadership position in the district provides the focus for all assistance and support. Leadership services are often involved regarding the referrals to Community Conferences in the school division.

Students in Edmonton Public School Division were referred to, or involved in, a Community Conference based on 3 rationales:

1. When a principal is moving toward an expulsion, Leadership Services may recommend a Community Conference. At this time, the principal can refer the issue to a Community Conference.
2. At an expulsion hearing a Community Conference may be imposed by the Leadership Services Supervisor. A decision regarding expulsion would be delayed pending results of the Community Conference.
3. A principal may refer a student or group of students to a Community Conference if their behaviour contravenes the School Act or Criminal Code, or is a chronic issue that has not been successfully resolved by the traditional means.

Criteria for a Community Conference to be conducted is as follows:

1. The Offender/Harmer must admit his or her involvement in the misconduct.
2. The Offender/Harmer and Victim/Harmed must agree to attempt to repair the harm.
3. The Offender/Harmer and Victim/Harmed must voluntarily agree to participate.

Data Collection

Data was collected for the time period of May 15 to Dec 15, 2006, excluding July and August. In the 2004/2005 school year, approximately 25 Community Conferences within the Edmonton Public School Division were held. On average, 10 participants attended each conference. Therefore, it was estimated that in the period of data collection proposed, approximately 12 Community Conferences would be held. Therefore, approximately 120 people would be offered participation in this study.

When students engaged in misconduct or violence, Edmonton Public School Division followed its protocol for referrals to Community Conferences. Specifically, administrators requesting support or considering an expulsion contacted Leadership Services. In consultation with Leadership Services a decision was made regarding a referral to a Community Conference. Conference referrals were made to the contracted facilitator of the Alberta Conflict Transformation Society (ACTS). This organization is a not-for-profit, charitable organization with the mission of transforming conflict into cooperation. Initially formed in September of 1998 as the Community Conferencing Association of Edmonton with the support of the Edmonton Police Service and a number of other community organizations, in July 2003 the organization's name was changed to the Alberta Conflict Transformation Society.

The contracted ACTS facilitator then contacted the student, his or her parents, as well as the harmed person(s), his or her parents, and any other person affected. The facilitator explained the process and fielded any questions in an attempt to prepare the participants for the Conference. A Community Conference was then held at an agreed-upon date following the scripted model used by the Alberta Conflict Transformation Society (ACTS).

Immediately following the Conference the facilitator gave all of the participants a letter which explain the purpose of the research. This letter also requested a signature providing informed consent to: a) complete the attached exit survey (Survey 1); and b) be contacted four weeks following the conference for a follow-up survey (Survey 2).

The researcher received all completed exit surveys and signed consents from the facilitator. To ensure anonymity of the participants involved, names were not recorded. Criteria for inclusion into the study included participation in a Community Conference.

The researcher also gathered historical data available regarding suspensions and expulsions prior to the implementation of the pilot project. Suspensions and expulsions for the time period of data collection was also collected and examined.

For the period of data collection the researcher requested that the facilitator keep track of any student's re-referred to a Community Conference for a similar offense.

Four weeks after the completion of the Conference, the researcher made telephone contact with those participants that provided written consent. At this time, Survey 2 was administered via telephone.

Instruments

The instrument used to collect data upon exit of the participants was an exit survey developed by the researcher. This survey was designed according to each person's role in the Community Conference. Surveys included:

- i) the Victim/Harmed (see Appendix B)
- ii) the Offender/Harmer (see Appendix C)
- iii) the Community Members/Supporters which can include the parent/guardian, supporter, community member, and/or school staff/representative (see Appendix D)
- iv) the Referring Agent (See Appendix E).

The survey included closed-ended questions using a Likert scale, which asked participants to rate their level of satisfaction regarding various aspects and impacts of the Community Conference. This survey also contained one open-ended question asking participants to provide general comments if desired.

The same role-specific surveys were administered to all participants by telephone four weeks following the Community Conference.

Data Analysis

The purpose of this study was to make use of the data resulting from the pilot project in Edmonton Public School Division as a means to evaluate the effectiveness of Community Conferencing in schools. Demographic characteristics including age, gender, ethnicity, school grade, and reason for involvement or offense committed were explored to provide a thorough description of students referred to, and involved in, Community Conferences.

The quantitative data collected by the researcher (resulting from the closed-ended questions of the exit and follow-up surveys) was analyzed using the Statistical Package for the Social Sciences (SPSS) for Windows. This provided percentages, means, ranges, and cross-tabulations. As well, details regarding participant satisfaction with the process and the outcomes of the conference were obtained. Descriptive statistics are mathematical techniques for organizing and summarizing a set of numerical data (Gall, Gall, & Borg, 2003). Descriptive statistics were obtained through frequencies and percentages that described the characteristics of the participants along the following variables: age, gender, ethnicity, school grade and offense committed.

A Chi-Square Test can be used when only a few statistical tests are to be synthesized and when these results come from studies that are close replications of each other (Gall et al., 2003). Analyses was conducted between subjects for both Survey 1 and Survey 2, respectively.

The qualitative data collected by the researcher (resulting from the open-ended question of the exit and follow-up surveys) was subjected to interpretational analysis. Interpretational analysis is “the process of examining case study data closely in order to find constructs, themes and patterns that can be used to describe and explain the phenomenon being studied” (Gall et al., 2003, p. 453). First of all the researcher developed a set of categories that adequately encompassed and summarized the data. This was done by examining the data to identify significant phenomena and finding sufficient similarities. The data was then coded based on the developed categories. This provided additional details regarding participant’s experiences, perceptions, feelings and/or changes in attitude or belief system regarding the Conference in general.

Descriptive statistics were obtained regarding suspensions and expulsions. Those occurring before the implementation of the pilot project were compared with those after the implementation of the pilot project.

Additionally, descriptive statistics were also obtained regarding re-referrals for a similar offense to determine recidivism rates.

Significance of Study

In consideration of research and theory this study is significant because currently Calgary's Conferencing Committee (CCC) and Edmonton's Alberta Conflict Transformation Society (ACTS) are using different models from which to conduct a restorative program with their corresponding public school divisions. Although CCC has been collecting data regarding the effectiveness of this process, no data has been published in peer-reviewed journals. Edmonton Public School Division have only collected limited data and have not evaluated their program's effectiveness. This study provided research into the effectiveness of the ACTS model in Edmonton Public's school division.

This study is significant to the educational practice because Community Conferencing is being used as an alternative to suspension in several schools across Canada. Unfortunately, data have not been collected in a formal way regarding the effectiveness of many of these programs. This study helped to determine the effectiveness of using Community Conferences in school divisions. In this way, school divisions can determine if a restorative justice program is a worthwhile addition to their current disciplinary policies and procedures.

The data collected from this study indicates whether the more severe Criminal Code breaches or the less severe contraventions of the School Act have less recidivism and more satisfaction as a result of Community Conferencing. This information will be extremely useful to those schools wanting to make referrals to Community Conferencing programs.

Delimitations

It is often believed that a “bubble effect” exists when participants are surveyed immediately following a Community Conference. This results in participants tending to report higher satisfaction rates immediately following a Conference than if time has passed between the Conference and the administration of the survey. Because of this, satisfaction surveys were administered immediately following the Conference (Survey 1) and four weeks after the completion of the Conference (Survey 2).

Limitations

A standardized instrument does not exist for which to measure the satisfaction rates of those participants involved in Community Conferences. As such, a survey developed by the researcher was used. Although this survey is based on literature in the field, it has not been tested for validity or reliability.

This chapter discussed the methods and procedures that will be used in this study, including its research design, sampling method, data collection, and analysis. Explorations of the potential limitations concluded this chapter. The following chapter will present the results of the data analysis and will then be followed by a discussion of the study’s results and implications of the research.

CHAPTER 4

RESULTS

This study was guided by the following research questions:

1. For what offenses are students being referred to Community Conferences?
2. What are the satisfaction rates of students referred to Community Conferences for behavioural and/or criminal issues?
3. What are the satisfaction rates of victims or those harmed that are involved in a Community Conference?
4. What are the satisfaction rates of parents and/or supporters of the students involved in a Community Conference?
5. What are the satisfaction rates of the referring agent with the Community Conference procedure and outcome?
6. What percentage of conferences reached restoration agreements at the end of the conference?
7. What types of restoration agreements were reached via Community Conference?
8. What percentage of students involved fulfilled the requirements of the restoration agreement?
9. What percentage of students involved re-offend? In the same offense? In a different offense?
10. Has the implementation of Community Conferencing into the school division decreased suspension rates? Expulsion rates?

11. What offenses, when referred to a Community Conference, provide higher satisfaction levels?

In seeking to answer these questions, role specific surveys were created and administered to the participants (the Offender/Harmer; the Victim/Harmed; the Community Members/Supporters including: parents, school staff, community members, and/or supporters; and the referring agent) of 12 Community Conferences held between the dates of May 15 and December 15, 2006 within the Edmonton Public School Division. This chapter will report the outcomes of 105 surveys completed immediately following the Conference and 70 surveys completed via telephone four weeks after the completion of the Conference. Data were analyzed using descriptive, qualitative, and chi-square methods of analyses.

Additionally, information regarding suspension and/or expulsion rates, prior to the implementation of the pilot project as well as for the time period of data collection, was examined. Lastly, information regarding the number of students re-referred to a Community Conference for a similar offense was reviewed to determine rates of recidivism.

Descriptive Analysis

Part A: General information

This section addresses age, gender, ethnicity, school grade, and reason for involvement collected for **students** who were involved in a Community Conference in the role of either victim or offender. Data collected for both Survey 1 and Survey 2 will be reported.

Age. The ages for the 38 students who completed surveys ranged from 9 years old to 18 years old. For Survey 1, the mean age was 12.96 years. For Survey 2, the mean age was 12.79 years. For both surveys, the median age was 13.0 years (see Table 1).

Table 1

Age of Student Participants

Age	<i>n</i>	(%)	<i>n</i>	(%)	<i>N</i>	(%)
	*Survey 1		**Survey 2		Total	
9	1	(4.2)	0	(0)	1	(2.6)
10	1	(4.2)	0	(0)	1	(2.6)
11	4	(16.7)	4	(28.6)	8	(21.1)
12	1	(4.2)	1	(7.1)	2	(5.3)
13	7	(29.2)	4	(28.6)	11	(28.9)
14	8	(33.3)	4	(28.6)	12	(31.6)
15	1	(4.2)	1	(7.1)	2	(5.3)
18	1	(4.2)	0	(0)	1	(2.6)
Total responses	24	(100)	14	(100)	38	(100)

*Mean = 12.96, Median = 13.00, Range = 9, Standard Deviation = 1.85

** Mean = 12.79 , Median = 13.00, Range = 4.00, Standard Deviation = 1.37

Gender. Of the total students ($n = 38$) who completed both surveys, 57.9 % ($n = 22$) were male and 42.1 % ($n = 16$) were female (see Table 2).

Table 2

Gender of Student Participants

Gender	<i>n</i>	(%)	<i>n</i>	(%)	<i>N</i>	(%)
	*Survey 1		**Survey 2		Total	
Male	14	(58.3)	8	(57.1)	22	(57.9)
Female	10	(41.7)	6	(42.9)	16	(42.1)
Total responses	24	(100)	15	(100)	38	(100)

*Mean = 1.42, Median = 1.00, Standard Deviation = .504

** Mean = 1.40, Median = 1.00, Standard Deviation = .507

Ethnicity. Of the total (n = 38) students who completed the surveys 81.6% (n = 31) were Caucasian, 10.5% (n = 4) were Aboriginal, and 7.9% (n = 3) were Asian (see Table 3).

Table 3

Ethnicity of Student Participants

Ethnicity	<i>n</i>	(%)	<i>n</i>	(%)	<i>N</i>	(%)
	*Survey 1		**Survey 2		Total	
Caucasian	20	(83.3)	11	(78.6)	31	(81.6)
Asian	2	(8.3)	1	(7.1)	3	(7.9)
Aboriginal	2	(8.3)	2	(14.3)	4	(10.5)
Total	24	(100)	14	(100)	38	(100)

*Mean = 1.25, Median = 1.00, Range = 2.00, Standard Deviation = .608

** Mean = 1.36, Median = 1.00, Range = 2.00, Standard Deviation = .745

School grade. The school grades for the total 38 students who completed both surveys ranges from grade 4 to grade 12. The mean grade for Survey 1 was 7.79 and for Survey 2 was 7.71. For both surveys, the median grade was grade 8 (see Table 4) with grade 9 representing the most frequently involved students, with 39.5% ($n = 15$) of the total involved students.

Table 4

School Grade of Student Participants

School Grade	<i>n</i>	(%)	<i>n</i>	(%)	<i>N</i>	(%)
	*Survey 1		**Survey 2		Total	
4	2	(8.3)	0	(0)	2	(5.3)
6	4	(16.7)	4	(28.6)	8	(21.1)
7	2	(8.3)	2	(14.3)	4	(10.5)
8	6	(25.0)	2	(14.3)	8	(21.1)
9	9	(37.5)	6	(42.9)	15	(39.5)
12	1	(4.2)	0	(0)	1	(2.6)
Total	24	(100)	14	(100)	38	(100)

*Mean = 7.79, Median = 8.00, Range = 8.00, Standard Deviation = 1.793

** Mean = 7.71, Median = 8.00, Range = 3.00, Standard Deviation = 1.33

Offense. Of the total students ($n = 38$) who completed both surveys, 36.8% ($n = 14$) completed surveys regarding their involvement in a physical assault, 2.6% ($n = 1$) regarding the possession of a weapon, 52.6% ($n = 20$) regarding some form of non-physical bullying or harassment (including name-calling, rumours, gossip), and 7.9% ($n = 3$) regarding a theft (see Table 5).

Table 5

Offense committed by Student Participants

Offense	<i>n</i>	(%)	<i>n</i>	(%)	<i>N</i>	(%)
	*Survey 1		**Survey 2		Total	
Physical Assault	8	(33.3)	6	(42.9)	14	(36.8)
Possession of Weapon	1	(4.2)	0	(0.0)	1	(2.6)
Harassment/ Bullying	13	(54.2)	7	(50.0)	20	(52.6)
Theft	2	(8.3)	1	(7.14)	3	(7.9)
Total	24	(100)	14	(100)	38	(100)

*Mean = 2.56, Median = 3.00, Range = 5.00, Standard Deviation = 1.63

** Mean = 2.60, Median = 3.00, Range = 5.00, Standard Deviation = 1.72

Gender and Offense. Table 6 illustrates that male offenders most frequently participated in a Community Conference based on the offense of Physical Assault, representing 57.1% ($n = 8$) in Survey 1 and 75.0% ($n = 6$) in Survey 2. Remarkably, females offenders most frequently participated in a Community Conference based on the

offense of Harassment/Bullying, with 90.0% (n = 9) in Survey 1 and 100.0% (n = 6) in Survey 2.

Table 6

Gender of Offender/Harmer and Offense committed

Offense	<i>n</i>	(%)	<i>n</i>	(%)
<hr/>				
*Survey 1	Males		Females	
Physical Assault	8	(57.1)	0	(0.00)
Possession of a Weapon	1	(7.1)	0	(0.00)
Harassment/ Bullying	4	(28.6)	9	(90.0)
Theft	1	(7.1)	1	(10.0)
Total	14	(100.0)	10	(100.0)
*Survey 2	Males		Females	
Physical Assault	6	(75.0)	0	(0.00)
Possession of a Weapon	0	(0.00)	0	(0.00)
Harassment/ Bullying	1	(12.5)	6	(100.0)
Theft	1	(12.5)	0	(0.00)
Total	8	(100.0)	6	(100.0)

Part B: Role of Participants

This section addresses the satisfaction levels of the participants within each of the 4 major roles: Offenders/Harmers; Victims/Harmed; Community Members/Supporters that included parent/guardian, supporter, community member, school staff/representative; and the Referring Agent that includes leadership services, principal, or assistant principal for both Survey 1 (immediately following the Conference) and Survey 2 (4 weeks after the completion of the Conference).

Of the 105 participants that completed Survey 1, 20.0% (n = 21) were in the role of Offenders/Harmers, 13.3% (n = 14) were in the role of Victims/Harmed, 56.2% (n = 59) were Community Members/Supporters, and 10.5% (n = 11) were Referring Agents. Of the 70 participants that completed Survey 2, 15.7% (n = 11) were in the role of Offender/Harmer, 8.6% (n = 6) were Victim/Harmed, 61.4% (n = 43) were Community Members/Supporters, and 14.3% (n = 10) were Referring Agents (see Table 7).

Table 7

Role of Participants	<i>N</i>	(%)	<i>N</i>	(%)	<i>N</i>	(%)
	*Survey 1		**Survey 2		Total	
Offender/Harmer	21	(20.0)	11	(15.7)	32	(18.3)
Victim/Harmed	14	(13.3)	6	(8.6)	20	(11.4)
Community Members/Supporters	59	(56.2)	43	(61.4)	102	(58.3)
Referring Agent	11	(10.5)	10	(14.3)	21	(12.0)
Total participants	105	(100.0)	70	(100.0)	175	(100.0)

*Mean = 2.64, Median = 3.00, Range = 3.00, Standard Deviation = .845

** Mean = 2.81, Median = 3.00, Range = 3.00, Standard Deviation = .786

Part C: Role Specific Satisfaction Levels

The two surveys that were developed and administered to students within the role of Offender/Harmer were identical. Each survey consisted of four parts: Part A: *Satisfaction levels with various aspects of the Conference*, Part B: *Most important aspects of the Conference*, Part C: *Personal Changes*, Part D: *Experiences of the Conference by the Offender/Harmer*. Each of the four parts followed a Likert scale that enabled the participant to rate their experiences in each of the above mentioned categories.

The data from the qualitative component of this research, resulting from the final sections of Survey 1 and 2, Part E: *Additional Comments*, will be summarized in a combined table and text following the results of Survey 2.

Survey 1: Offender/Harmer Satisfaction levels. As mentioned above, student participants that completed Survey 1 in the role of Offender/Harmer made up 20% (n=21) of all participants.

Table 8 indicates that in respect to Part A of the survey, *Satisfaction levels with various aspects of the Conference*, most commonly reported responses included: 52.6% (n = 10) were *satisfied* with being seen as equal, 52.4% (n = 11) were *very satisfied* with the facilitator's ability to run the Conference, and 42.9% (n = 9) were *very satisfied* with having all the necessary people at the Conference *and* being able to speak their mind.

With respect to Part B, *Most important aspects of the Conference*, Table 9 demonstrates that 64.7% (n = 11) of offenders felt it was *very important* to feel that they were part of the process, 47.6% (n = 10) felt it was *extremely important* to remain in school, and 47.4% (n = 9) felt it was *important* to pay the victim back.

Table 10 shows that 45.0% (n = 9) of offenders who responded to Part C, *Personal Changes*, *very much agree* that they now have a better understanding of how the offense affected the Victim/Harmed, 40.0% (n = 8) stated they *very much agree* they have benefited from participation in the Conference *and* have a sense of closure as a result of the Conference, and 35.0% (n = 7) *agree* they have a better understanding of the consequences of their actions *and* have grown, matured or changed as a result of the Conference.

Table 11 summarizes the data collected in Part D, *Experiences of the Conference by the Offender/Harmer*. Results indicate that 57.9% (n = 11) of offenders *do not agree at all* that the Conference was a joke, 42.1% (n = 8) *very much agree* that Conferencing makes the justice system more responsive to their needs as a human being, and 38.9% (n = 7) *agree* that Conferencing allowed them to share their point of view about the offense.

Table 8

Survey 1: Offender/Harmer

Part A: Satisfaction levels with various aspects of the Conference

Satisfaction Item	<i>Not at all</i>		<i>Somewhat</i>		<i>Satisfied</i>		<i>Very Satisfied</i>		<i>Extremely</i>		<i>Total</i>	
	<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Location of the Conference	0	(0.0)	4	(19.0)	6	(28.6)	8	(38.1)	3	(14.3)	21	(100.0)
Overall preparation for Conference	0	(0.0)	3	(14.3)	7	(33.3)	6	(28.6)	5	(23.8)	21	(100.0)
Facilitator's ability to run Conference	0	(0.0)	0	(0.0)	3	(19.0)	11	(52.4)	6	(28.6)	1	(100.0)

(table continues)

Table 8 (continued)

Satisfaction Item	<i>Not at all</i>		<i>Somewhat</i>						<i>Extremely</i>			
	<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>		<i>Very Satisfied</i>		<i>Satisfied</i>		<i>Total</i>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Facilitator's												
helpfulness	1	(4.8)	1	(4.8)	8	(38.1)	6	(28.6)	5	(23.8)	21	(100.0)
Having all necessary												
people at												
Conference	0	(0.0)	5	(23.8)	4	(19.0)	9	(42.9)	3	(14.3)	21	(100.0)
Being seen as an												
equal in												
Conference	0	(0.0)	2	(10.5)	10	(52.6)	4	(21.1)	3	(15.8)	19	(100.0)

(table continues)

Table 8 (continued)

Satisfaction Item	<i>Not at all</i>		<i>Somewhat</i>						<i>Extremely</i>			
	<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>		<i>Very Satisfied</i>		<i>Satisfied</i>		<i>Total</i>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Feeling supported in												
Conference	0	(0.0)	2	(9.5)	7	(33.3)	7	(33.3)	5	(23.8)	21	(100.0)
Feeling safe in												
Conference	1	(5.0)	1	(5.0)	5	(25.0)	6	(30.0)	7	(35.0)	20	(100.0)
Being able to speak												
my mind	1	(4.8)	0	(0.0)	7	(33.3)	9	(42.9)	4	(19.0)	21	100.0)
Having input into												
decisions made	2	(9.5)	3	(14.3)	5	(23.8)	4	(19.0)	7	(33.3)	21	(100.0)

(table continues)

Table 8 (continued)

	<i>Not at all</i>		<i>Somewhat</i>						<i>Extremely</i>			
	<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>		<i>Very Satisfied</i>		<i>Satisfied</i>		<i>Total</i>	
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Agreement that was												
made at												
Conference	1	(4.8)	1	(4.8)	5	(23.8)	8	(38.1)	6	(28.6)	21	(100.0)

Table 9

Survey 1: Offender/Harmer

Part B: Most important aspects of the Conference

	<i>Not at all</i>		<i>Somewhat</i>						<i>Extremely</i>			
	<i>Important</i>		<i>Important</i>		<i>Important</i>		<i>Very Important</i>		<i>Important</i>		<i>Total</i>	
Item of Importance	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
To feel I was part of												
process	0	(0.0)	0	(0.0)	6	(35.3)	11	(64.7)	0	(0.0)	17	(100.0)
To be able to tell												
victim what												
happened	2	(9.5)	4	(19.0)	5	(23.8)	7	(33.3)	3	(14.3)	21	(100.0)
To be able to remain												
in school	0	(0.0)	0	(0.0)	6	(28.6)	5	(23.8)	10	(47.6)	21	(100.0)

Table 9 (continued)

	<i>Not at all</i>		<i>Somewhat</i>						<i>Extremely</i>			
	<i>Important</i>		<i>Important</i>		<i>Important</i>		<i>Very Important</i>		<i>Important</i>		<i>Total</i>	
Item of Importance	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
To have input into Conference outcome	0	(0.0)	5	(25.0)	4	(20.0)	5	(25.0)	6	(30.0)	20	(100.0)
To pay victim back	3	(15.8)	2	(10.5)	9	(47.4)	2	(10.5)	3	(15.8)	19	(100.0)
To work out an agreement with victim	0	(0.0)	4	(19.0)	6	(28.6)	8	(38.1)	3	(14.3)	21	(100.0)

(table continues)

Table 9 (continued)

	<i>Not at all</i>		<i>Somewhat</i>						<i>Extremely</i>			
	<i>Important</i>		<i>Important</i>		<i>Important</i>		<i>Very Important</i>		<i>Important</i>		<i>Total</i>	
Item of Importance	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
To be able to apologize to victim for what I did	0	(0.0)	1	(5.0)	6	(30.0)	7	(35.0)	6	(30.0)	20	(100.0)
To be able to apologize to my family and/or friends	2	(10.5)	2	(10.5)	6	(31.6)	3	(15.8)	6	(31.6)	19	(100.0)

(table continues)

Table 9 (continued)

	<i>Not at all</i>		<i>Somewhat</i>		<i>Important</i>		<i>Very Important</i>		<i>Extremely</i>		<i>Total</i>	
	<i>Important</i>		<i>Important</i>		<i>Important</i>		<i>Very Important</i>		<i>Important</i>		<i>Total</i>	
Item of Importance	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
To get it over with	0	(0.0)	1	(5.0)	5	(25.0)	8	(40.0)	6	(30.0)	20	(100.0)
To be punished for												
what I did	3	(15.0)	7	(35.0)	3	(15.0)	3	(15.0)	4	(20.0)	20	(100.0)

Table 10

Survey 1: Offender/Harmer

Part C: Personal Changes

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have a better												
understanding of												
how offense												
affected the												
Victim/Harmed	0	(0.0)	5	(25.0)	3	(15.0)	9	(45.0)	3	(15.0)	20	(100.0)

(table continues)

Table 10 (continued)

Satisfaction Item	<i>Do not</i>		<i>Somewhat</i>		<i>Agree</i>		<i>Very Much</i>		<i>Completely</i>		<i>Total</i>	
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have a better understanding of consequences of my actions	2	(10.0)	2	(10.0)	7	(35.0)	3	(15.0)	6	(30.0)	20	(100.0)
I have grown, matured, or changed as a result of Conference	0	(0.0)	2	(10.0)	7	(35.0)	6	(30.0)	5	(25.0)	20	(100.0)

(table continues)

Table 10 (continued)

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel relationships												
in my life have												
been restored or												
improved as a												
result of												
Conference	1	(5.00)	3	(15.0)	6	(30.0)	7	(35.0)	3	(15.0)	20	(100.0)

(table continues)

Table 10 (continued)

Satisfaction Item	<i>Do not</i>		<i>Somewhat</i>		<i>Agree</i>		<i>Very Much</i>		<i>Completely</i>		<i>Total</i>	
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have learned a new skill as a result of the Conference	2	(9.5)	4	(19.0)	4	(19.0)	6	(28.6)	5	(23.8)	21	(100.0)
I have benefited from participation in this Conference	0	(0.0)	2	(10.0)	6	(30.0)	8	(40.0)	4	(20.0)	20	(100.0)
I feel a sense of closure as a result of Conference	1	(5.0)	4	(20.0)	3	(15.0)	8	(40.0)	4	(20.0)	20	(100.0)

Table 11**Survey 1: Offender/Harmer****Part D: Experiences of the Conference by the Offender/Harmer**

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>		<i>Total</i>	
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>			
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I felt I had to												
participate												
in Conference	4	(21.2)	3	(15.8)	6	(31.6)	4	(21.2)	2	(10.5)	19	(100.0)
Conferencing												
allowed me to												
share point of view	2	(11.1)	2	(11.1)	7	(38.9)	3	(16.7)	4	(22.2)	18	(100.0)

about offense

(table continues)

Table 11 (continued)

Satisfaction Item	<i>Do not</i>		<i>Somewhat</i>		<i>Agree</i>		<i>Very Much</i>		<i>Completely</i>		<i>Total</i>	
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Too much pressure was put on me to do all talking	7	(36.8)	2	(10.5)	2	(10.5)	3	(15.8)	5	(26.3)	19	(100.0)
Conference was a joke	11	(57.9)	3	(15.8)	2	(10.5)	1	(5.3)	2	(10.5)	19	(100.0)
Victim not sincere in his/her participation	6	(31.6)	4	(21.2)	4	(21.2)	3	(15.8)	2	(10.5)	19	(100.0)

(table continues)

Table 11 (continued)

Satisfaction Item	<i>Do not</i>		<i>Somewhat</i>		<i>Agree</i>		<i>Very Much</i>		<i>Completely</i>		<i>Total</i>	
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel remorse and regret for offense committed	2	(10.5)	1	(5.3)	5	(26.3)	6	(31.6)	5	(26.3)	19	(100.0)
Without the Conference I would have received harsher treatment	0	(0.0)	6	(33.3)	4	(22.2)	4	(22.2)	4	(22.2)	18	(100.0)

(table continues)

Table 11 (continued)

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I can put this behind me and move forward	1	(5.3)	3	(15.8)	4	(21.2)	5	(26.3)	6	(31.6)	19	(100.0)
Conferencing makes system responsive to my needs	1	(5.3)	3	(15.8)	4	(21.2)	8	(42.1)	3	(15.8)	19	(100.0)
I received the help needed as a result of Conference	2	(10.0)	3	(15.0)	6	(30.0)	4	(20.0)	5	(25.0)	20	(100.0)

(table continues)

Table 11 (continued)

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Process increased												
level of school												
safety	1	(5.3)	3	(15.8)	4	(21.2)	4	(21.2)	7	(36.8)	19	(100.0)

Survey 2: Offender/Harmer Satisfaction levels. As mentioned above in Table 7, student participants in the role of Offender/Harmer made up 15.7% (n = 11) of all participants that completed Survey 2.

Table 12 indicates that in regards to Part A of the survey, the *Level of satisfaction with various aspects of the Conference*, the most commonly reported responses include 63.6% (n = 7) were *extremely satisfied* with being able to speak their mind, 54.5% (n = 6) were *extremely satisfied* with feeling safe in the Conference, and 54.5% (n = 6) were *very satisfied* the overall preparation for the Conference.

For Part B, the *Most Important Aspects of the Conference*, Table 13 shows that 81.8% (n = 9) of offenders felt it was *extremely important* to be able to apologize to the victim for what was done, 63.6% (n = 7) felt it was *extremely important* to be able to apologize to family and/or friends, and 54.5% (n = 6) felt it was *extremely important* to be able to remain in school.

Table 14 shows that 54.5% (n = 7) of offenders responding to Part C, *Personal Changes*, agree that they now have a better understanding of how the offense affected the Victim/Harmed and that they now have a better understanding of the consequences of their actions, 45.5% (n = 5) stated they *completely agree* that relationships in their life have been restored or improved as a result of the Conference, and 45.5% (n = 5) agree that they have grown, matured, or changed as a result of the Conference.

For Part D, *Experiences of the Conference by the Offender/Harmer*, Table 15 demonstrates that, 90.9% (n = 10) of offenders *do not agree at all* that the Conference was a joke, 63.6% (n = 7) *do not agree at all* that the victim was not sincere in his or her participation, 63.6% (n = 7) *completely agree* that they can now put this behind them and

move forward with their life, and 54.5% ($n = 6$) *completely agree* that they feel remorse and regret for the offense they committed.

Table 12

Survey 2: Offender/Harmer

Part A: Satisfaction levels with various aspects of the Conference

Satisfaction Item	<i>Not at all</i>		<i>Somewhat</i>		<i>Satisfied</i>		<i>Very Satisfied</i>		<i>Extremely</i>		<i>Total</i>	
	<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>	
	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
The location of												
Conference	0	(0.0)	0	(0.0)	2	(18.2)	5	(45.5)	4	(36.4)	11	(100.0)
Overall preparation												
for Conference	0	(0.0)	1	(9.1)	1	(9.1)	6	(54.5)	3	(27.3)	11	(100.0)
Facilitator's ability												
to run Conference	0	(0.0)	0	(0.0)	4	(36.4)	4	(36.4)	3	(27.3)	11	(100.0)

(table continues)

Table 12 (continued)

Satisfaction Item	<i>Not at all</i>		<i>Somewhat</i>		<i>Satisfied</i>		<i>Very Satisfied</i>		<i>Extremely</i>		<i>Total</i>	
	<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>			
	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
Facilitator's												
helpfulness	0	(0.0)	0	(0.0)	5	(45.5)	4	(36.4)	2	(18.2)	11	(100.0)
Having all necessary												
people at												
Conference	0	(0.0)	1	(9.1)	1	(9.1)	5	(45.5)	4	(36.4)	11	(100.0)
Being seen as an												
equal in												
Conference	0	(0.0)	1	(9.1)	3	(27.3)	3	(27.3)	4	(36.4)	11	(100.0)

(table continues)

Table 12 (continued)

Satisfaction Item	<i>Not at all</i>		<i>Somewhat</i>						<i>Extremely</i>			
	<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>		<i>Very Satisfied</i>		<i>Satisfied</i>		<i>Total</i>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Feeling supported in												
Conference	0	(0.0)	1	(9.1)	4	(36.4)	2	(18.2)	4	(36.4)	11	(100.0)
Feeling safe in the												
Conference	0	(0.0)	1	(9.1)	3	(27.3)	1	(9.1)	6	(54.5)	11	(100.0)
Being able to speak												
my mind	1	(9.1)	0	(0.0)	2	(18.2)	1	(9.1)	7	(63.6)	11	(100.0)
Having input into												
decisions made	1	(9.1)	0	(0.0)	3	(27.3)	4	(36.4)	3	(27.3)	11	(100.0)

(table continues)

Table 12 (continued)

	<i>Not at all</i>		<i>Somewhat</i>						<i>Extremely</i>			
	<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>		<i>Very Satisfied</i>		<i>Satisfied</i>		<i>Total</i>	
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Agreement that was												
made at												
Conference	0	(0.0)	0	(0.0)	4	(36.4)	1	(9.1)	6	(54.5)	11	(100.0)

Table 13

Survey 2: Offender/Harmer

Part B: Most important aspects of the Conference

	<i>Not at all</i>		<i>Somewhat</i>		<i>Important</i>		<i>Very Important</i>		<i>Extremely</i>		<i>Total</i>	
	<i>Important</i>		<i>Important</i>		<i>Important</i>		<i>Important</i>		<i>Important</i>		<i>Important</i>	
Item of Importance	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
To feel I was part of process	0	(0.0)	0	(0.0)	2	(18.2)	5	(45.5)	4	(36.4)	11	(100.0)
To be able to tell victim what happened	1	(9.1)	0	(0.0)	1	(9.1)	4	(36.4)	5	(45.5)	11	(100.0)
To be able to remain in school	0	(0.0)	0	(0.0)	2	(18.2)	3	(27.3)	6	(54.5)	11	(100.0)

(table continues)

Table 13 (continued)

	<i>Not at all</i>		<i>Somewhat</i>						<i>Extremely</i>			
	<i>Important</i>		<i>Important</i>		<i>Important</i>		<i>Very Important</i>		<i>Important</i>		<i>Total</i>	
Item of Importance	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
To have input into Conference outcome	0	(0.0)	0	(0.0)	3	(27.3)	5	(45.5)	3	(27.3)	11	(100.0)
To pay victim back	4	(36.4)	1	(9.1)	0	(0.0)	1	(9.1)	3	(27.3)	11	(100.0)
To work out an agreement with victim	0	(0.0)	0	(0.0)	2	(18.2)	3	(27.3)	6	(54.5)	11	(100.0)

(table continues)

Table 13 (continued)

	<i>Not at all</i>		<i>Somewhat</i>						<i>Extremely</i>			
	<i>Important</i>		<i>Important</i>		<i>Important</i>		<i>Very Important</i>		<i>Important</i>		<i>Total</i>	
Item of Importance	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
To be able to apologize to victim for what I did	0	(0.0)	0	(0.0)	2	(18.2)	0	(0.0)	9	(81.8)	11	(100.0)
To be able to apologize to my family and/or friends	0	(0.0)	0	(0.0)	3	(27.3)	1	(9.1)	7	(63.6)	11	(100.0)
To get it over with	1	(9.1)	0	(0.0)	2	(18.2)	3	(27.3)	5	(45.5)	11	(100.0)

(table continues)

Table 13 (continued)

	<i>Not at all</i>		<i>Somewhat</i>						<i>Extremely</i>			
	<i>Important</i>		<i>Important</i>		<i>Important</i>		<i>Very Important</i>		<i>Important</i>		<i>Total</i>	
Item of Importance	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
To be punished for												
what I did	1	(10.0)	0	(0.0)	1	(10.0)	4	(40.0)	4	(40.0)	10	(100.0)

Table 14

Survey 2: Offender/Harmer

Part C: Personal Changes

Satisfaction Item	<i>Do not</i>		<i>Somewhat</i>		<i>Agree</i>		<i>Very Much</i>		<i>Completely</i>		<i>Total</i>	
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have a better understanding of how the offense affected/harmed victim	0	(0.0)	0	(0.0)	6	(54.5)	2	(18.2)	3	(27.3)	11	(100.0)

(table continues)

Table 14 (continued)

Satisfaction Item	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have a better understanding of consequences of my actions	0	(0.0)	0	(0.0)	6	(54.5)	1	(9.1)	4	(36.4)	11	(100.0)
I have grown, matured, or changed as a result of Conference	0	(0.0)	0	(0.0)	5	(45.5)	4	(36.4)	2	(18.2)	11	(100.0)

(table continues)

Table 14 (continued)

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel relationships in my life have been restored or improved as a result of conference	0	(0.0)	0	(0.0)	3	(27.3)	3	(27.3)	5	(45.5)	11	(100.0)
I have learned a new skill as a result of Conference	1	(9.1)	1	(9.1)	4	(36.4)	4	(36.4)	1	(9.1)	11	(100.0)

(table continues)

Table 14 (continued)

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have benefited												
from participation												
in Conference	0	(0.0)	1	(9.1)	4	(36.4)	3	(27.3)	3	(27.3)	11	(100.0)
I feel a sense of												
closure as a result												
of Conference	0	(0.0)	2	(18.2)	1	(9.1)	4	(36.4)	4	(36.4)	11	(100.0)

Table 15

Survey 2: Offender/Harmer

Part D: Experiences of the Conference by the Offender/Harmer

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I felt I had no choice												
but to participate												
in Conference	4	(36.4)	1	(9.1)	3	(27.3)	0	(0.0)	3	(27.3)	11	(100.0)
Conferencing												
allowed me to												
share view about												
offense.	1	(9.1)	0	(0.0)	3	(27.3)	2	(18.2)	5	(45.5)	11	(100.0)

(table continues)

Table 15 (continued)

Satisfaction Item	<i>Do not</i>		<i>Somewhat</i>		<i>Agree</i>		<i>Very Much</i>		<i>Completely</i>		<i>Total</i>	
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Too much pressure was put on me to do all the talking during Conference	4	(36.4)	4	(36.4)	2	(18.2)	0	(0.0)	1	(9.1)	11	(100.0)
Conference was a joke	10	(90.9)	0	(0.0)	1	(9.1)	0	(0.0)	0	(0.0)	11	(100.0)
Victim was not sincere in his/her participation	7	(63.6)	1	(9.1)	2	(18.2)	1	(9.1)	0	(0.0)	11	(100.0)

(table continues)

Table 15 (continued)

Satisfaction Item	<i>Do not</i>		<i>Somewhat</i>		<i>Agree</i>		<i>Very Much</i>		<i>Completely</i>		<i>Total</i>	
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel remorse and regret for offense I committed	0	(0.0)	1	(9.1)	3	(27.3)	1	(9.1)	6	(54.5)	11	(100.0)
Without the Conference I probably would have received harsher treatment	2	(18.2)	0	(0.0)	2	(18.2)	1	(9.1)	5	(45.5)	11	(100.0)

(table continues)

Table 15(continued)

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I can now put this												
behind me	1	(9.1)	1	(9.1)	2	(18.2)	0	(0.0)	7	(63.6)	11	(100.0)
Conferencing makes												
the system more												
responsive to my												
needs	1	(9.1)	1	(9.1)	3	(27.3)	5	(45.5)	1	(9.1)	11	(100.0)
I received the help I												
needed as a result												
of Conference	1	(9.1)	0	(0.0)	4	(36.4)	4	(36.4)	2	(18.2)	11	(100.0)

(table continues)

Table 15 (continued)

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Conference process												
increased level of												
school safety.	0	(0.0)	1	(9.1)	3	(27.3)	5	(45.5)	2	(18.2)	11	(100.0)

Survey 1 and 2: Offender/Harmer Qualitative Responses. Table 16 reports the qualitative portion of this research. It includes the Offender's responses from Part E: *Additional Comments*. Because of the very general nature of this open-ended section of the survey, the responses vary a great deal. Each response was categorized within the framework of being a positive response, a negative/neutral response, or a response that is making a recommendation or input for changes.

While 35.0% of the total responses ($n = 7$) were positive, 60.0% ($n = 12$) of the total responses fell within the category of negative/neutral. The most frequently reported response included 10.0% ($n = 2$) of those in the role of offender stated that there was too much focus on the past instead of moving on to solutions. Only 5.0% ($n = 1$) involved a recommendation or input for change.

Table 16**Survey 1 and 2: Offender/Harmer Responses****Part E: Additional Comments**

<i>Positive Response</i>	<i>Survey 1</i>	<i>Survey 2</i>	<i>Freq</i>	<i>%</i>
The Conference was positive		1	1	5.0
The offender stopped calling me names		1	1	5.0
The facilitator did a great job	1		1	5.0
I realize I did wrong and need help	1		1	5.0
The Conference made me realize how I've hurt people	1		1	5.0
I feel guilty for what I did	1		1	5.0
I hope I can change my ways	1		1	5.0
Total Positive Responses			7	35.0
<i>Negative/Neutral Response</i>	<i>Survey 1</i>	<i>Survey 2</i>	<i>Freq</i>	<i>%</i>
There was too much focus on the past instead of moving on to solutions	1	1	2	10.0
The victim repeated herself too much		1	1	5.0
I didn't get to speak openly		1	1	5.0

(table continues)

Table 16 (continued)

<i>Negative/Neutral Response (continued)</i>	<i>Survey 1</i>	<i>Survey 2</i>	<i>Freq</i>	<i>%</i>
I was afraid of being ganged up on by the others		1	1	5.0
People picked on me about my offenses	1		1	5.0
Only the school resource officer did his part in the Conference process	1		1	5.0
People were blaming each other		1	1	5.0
The focus wasn't on forgiveness		1	1	5.0
The facilitator didn't move the process forward		1	1	5.0
Another student involved is now calling me names		1	1	5.0
I wanted to say sorry but I was afraid and shy in the group	1		1	5.0
Total Negative/Neutral Responses			12	60.0
<i>Recommendations/Input Responses</i>	<i>Survey 1</i>	<i>Survey 2</i>	<i>Freq</i>	<i>%</i>
The facilitator needs to be more direct	1		1	5.0

(table continues)

Table 16 (continued)

Total Recommendations/Input Responses	1	5.0
Total frequency of responses	20	100.0

Survey 1: Victim/Harmed Satisfaction levels. Similarly to those in the role of Offender/Harmer, the two surveys administered to participants within the role of Victim/Harmed were identical. Each survey consisted of 4 parts that followed a Likert Scale: Part A: *Satisfaction levels with various aspects of the Conference*, Part B: *Most important aspects of the Conference*, Part C: *Personal Changes*, Part D: *Common Statements Made by Victims/Harmed*.

The data from the qualitative component of this research, resulting from the final sections of Survey 1 and 2, Part E: *Additional Comments*, will be summarized in a combined table and text following the results of Survey 2.

As mentioned earlier in Table 7, participants in the role of Victim/Harmed made up only 13.3% (n = 14) of all participants that completed Survey 1.

Table 17 indicates that with respect to Part A of the survey, the *Level of Satisfaction with Various Aspects of the Conference*, the victims most commonly reported responses include 78.6% (n = 11) were *extremely satisfied* with feeling safe in the Conference, 69.2% (n = 10) were *extremely satisfied* with being seen as an equal, and 64.3% (n = 9) were *extremely satisfied* with being able to share how they were affected by the offense.

In respect to Part B, the *Most Important Aspects of the Conference*, Table 18 demonstrates that 58.3% (n = 7) of victims felt it was *very important* to tell the offender how the offense affected them, 53.8% (n = 7) felt it was *extremely important* to feel they were part of the process, and 41.7% (n = 5) felt it was *extremely important* to feel they had some input into the Conference outcome.

Table 19 illustrates that 50.0% (n = 6) of victims responding to Part C, *Personal*

Changes, *agree* that they experienced a positive change in thoughts or beliefs about the Offender/Harmer, 46.2% (n = 6) stated they *agree* they have experienced a sense of closure as a result of this Conference *and* that they have learned things about themselves as a result of this Conference.

For Part D, *Experiences of the Conference by the Victim/Harmed*, Table 20 demonstrates that 84.6% (n = 11) of victims *completely agree* that they have no desire for revenge at this point, 46.2% (n = 6) *agree* that they now have a better understanding of why the offense was committed against them, and 46.2% (n = 6) *do not agree at all* that the offender participated only to avoid an expulsion or criminal record *nor* that the Offender/Harmer was not sincere in his or her participation.

Table 17

Survey 1: Victim/Harmed

Part A: Satisfaction levels with various aspects of the Conference

Satisfaction Item	<i>Not at all</i>		<i>Somewhat</i>		<i>Satisfied</i>		<i>Very Satisfied</i>		<i>Extremely</i>		<i>Total</i>	
	<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The location of Conference	0	(0.0)	2	(14.3)	4	(28.6)	3	(21.4)	5	(35.7)	14	(100.0)
The overall preparation for Conference	0	(0.0)	1	(7.1)	3	(21.4)	1	(7.1)	9	(64.3)	14	(100.0)

(table continues)

Table 17 (continued)

Satisfaction Item	<i>Not at all</i>		<i>Somewhat</i>						<i>Extremely</i>			
	<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>		<i>Very Satisfied</i>		<i>Satisfied</i>		<i>Total</i>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The facilitator's ability to run Conference	0	(0.0)	0	(0.0)	3	(21.4)	3	(21.4)	8	(57.1)	14	(100.0)
The facilitator's helpfulness	0	(0.0)	0	(0.0)	1	(7.1)	6	(42.9)	7	(50.0)	14	(100.0)
Having all necessary people at Conference	0	(0.0)	2	(14.3)	4	(28.6)	6	(42.9)	2	(14.3)	14	(100.0)

(table continues)

Table 17 (continued)

	<i>Not at all</i>		<i>Somewhat</i>						<i>Extremely</i>			
	<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>		<i>Very Satisfied</i>		<i>Satisfied</i>		<i>Total</i>	
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Being seen as an equal in Conference	0	(0.0)	0	(0.0)	2	(15.4)	2	(15.4)	9	(69.2)	13	(100.0)
Feeling supported in Conference	0	(0.0)	0	(0.0)	3	(21.4)	4	(28.6)	7	(50.0)	14	(100.0)
Feeling safe in Conference	0	(0.0)	0	(0.0)	0	(0.0)	3	(21.4)	11	(78.6)	14	(100.0)

(table continues)

Table 17 (continued)

Satisfaction Item	<i>Not at all</i>		<i>Somewhat</i>						<i>Extremely</i>			
	<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>		<i>Very Satisfied</i>		<i>Satisfied</i>		<i>Total</i>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Being able to speak												
my mind	0	(0.0)	0	(0.0)	3	(23.1)	5	(38.5)	5	(38.5)	13	(100.0)
Being able to share												
how I was affected												
by offense	0	(0.0)	0	(0.0)	0	(0.0)	5	(35.7)	9	(64.3)	14	(100.0)
Holding												
Offender/Harmer												
accountable	1	(7.7)	1	(7.7)	3	(23.1)	5	(38.5)	3	(23.1)	13	(100.0)

(table continues)

Table 17 (continued)

Satisfaction Item	<i>Not at all</i>		<i>Somewhat</i>		<i>Satisfied</i>		<i>Very Satisfied</i>		<i>Extremely</i>		<i>Total</i>	
	<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Having input into												
decisions made	0	(0.0)	0	(0.0)	2	(14.3)	7	(50.0)	5	(35.7)	14	(100.0)
Agreement that was												
made at end of												
Conference	0	(0.0)	0	(0.0)	1	(7.1)	8	(57.1)	5	(35.7)	14	(100.0)

Table 18

Survey 1: Victim/Harmed

Part B: Most important aspects of the Conference

	<i>Not at all</i>		<i>Somewhat</i>		<i>Important</i>		<i>Very Important</i>		<i>Extremely</i>		<i>Total</i>	
	<i>Important</i>		<i>Important</i>		<i>Important</i>		<i>Important</i>		<i>Important</i>		<i>Important</i>	
Item of Importance	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
To feel I was part of												
process	0	(0.0)	0	(0.0)	3	(23.1)	3	(23.1)	7	(53.8)	13	(100.0)
To tell offender how												
the offense												
affected me	0	(0.0)	0	(0.0)	0	(0.0)	7	(58.3)	5	(41.7)	12	(100.0)

(table continues)

Table 18 (continued)

	<i>Not at all</i>		<i>Somewhat</i>						<i>Extremely</i>			
	<i>Important</i>		<i>Important</i>		<i>Important</i>		<i>Very Important</i>		<i>Important</i>		<i>Total</i>	
Item of Importance	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
To receive answers to questions I wanted to ask offender.	0	(0.0)	0	(0.0)	4	(33.3)	4	(33.3)	4	(33.3)	12	(100.0)
To feel I had some input into Conference outcome	0	(0.0)	0	(0.0)	1	(8.3)	6	(50.0)	5	(41.7)	12	(100.0)

(table continues)

Table 18 (continued)

	<i>Not at all</i>		<i>Somewhat</i>						<i>Extremely</i>			
	<i>Important</i>		<i>Important</i>		<i>Important</i>		<i>Very Important</i>		<i>Important</i>		<i>Total</i>	
Item of Importance	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
To get paid back for your losses	2	(18.2)	1	(9.1)	5	(45.5)	1	(9.1)	2	(18.2)	11	(100.0)
To see that offender got some counselling or other type of help	1	(8.3)	0	(0.0)	4	(33.3)	3	(25.0)	4	(33.3)	12	(100.0)
To have offender punished	4	(33.3)	1	(8.3)	4	(33.3)	2	(16.7)	1	(8.3)	12	(100.0)

(table continues)

Table 18 (continued)

	<i>Not at all</i>		<i>Somewhat</i>						<i>Extremely</i>			
	<i>Important</i>		<i>Important</i>		<i>Important</i>		<i>Very Important</i>		<i>Important</i>		<i>Total</i>	
Item of Importance	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
To have offender												
say he or she is												
sorry	1	(7.7)	2	(15.4)	1	(7.7)	4	(30.8)	5	(38.5)	13	(100.0)

Table 19

Survey 1: Victim/Harmed

Part C: Personal Changes

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I experienced a												
positive change in												
thoughts or beliefs												
about												
Offender/Harmer	1	(8.3)	3	(25.0)	6	(50.0)	1	(8.3)	1	(8.3)	12	(100.0)

(table continues)

Table 19 (continued)

Satisfaction Item	<i>Do not</i>		<i>Somewhat</i>		<i>Agree</i>		<i>Very Much</i>		<i>Completely</i>		<i>Total</i>	
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I experienced a positive change in feelings toward Offender/Harmer	1	(8.3)	2	(16.7)	5	(41.7)	3	(25.0)	1	(8.3)	12	(100.0)
I have increased feelings of safety or security	0	(0.0)	0	(0.0)	3	(27.3)	3	(27.3)	5	(45.5)	11	(100.0)

(table continues)

Table 19 (continued)

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel an increased sense of justice as a result of Conference	0	(0.0)	4	(30.8)	3	(23.1)	4	(30.8)	2	(15.4)	13	(100.0)
I have experienced a sense of closure as a result of Conference	1	(7.7)	3	(23.1)	6	(46.2)	1	(7.7)	2	(15.4)	13	(100.0)

(table continues)

Table 19 (continued)

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have learned things about myself as a result of Conference	1	(7.7)	1	(7.7)	6	(46.2)	3	(23.1)	2	(15.4)	13	(100.0)

Table 20

Survey 1: Victim/Harmed

Part D: Common Statements Made by Victims/Harmed

	<i>Do not</i>		<i>Somewhat</i>		<i>Very Much</i>		<i>Completely</i>					
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Conferencing												
allowed me to												
express my												
feelings about												
being victimized	0	(0.0)	1	(7.7)	4	(30.8)	5	(38.5)	3	(23.1)	13	(100.0)

(table continues)

Table 20 (continued)

Satisfaction Item	<i>Do not</i>		<i>Somewhat</i>		<i>Agree</i>		<i>Very Much</i>		<i>Completely</i>		<i>Total</i>	
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Conferencing												
allowed me to												
participate more												
fully in justice												
system	2	(15.4)	2	(15.4)	2	(15.4)	5	(38.5)	2	(15.4)	13	(100.0)

(table continues)

Table 20 (continued)

Satisfaction Item	<i>Do not</i>		<i>Somewhat</i>		<i>Agree</i>		<i>Very Much</i>		<i>Completely</i>		<i>Total</i>	
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I now have a better understanding of why the offense was committed against me	1	(7.7)	1	(7.7)	6	(46.2)	3	(23.1)	2	(15.4)	13	(100.0)

(table continues)

Table 20 (continued)

Satisfaction Item	<i>Do not</i>		<i>Somewhat</i>		<i>Agree</i>		<i>Very Much</i>		<i>Completely</i>		<i>Total</i>	
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The offender participated only to avoid an expulsion or criminal record	6	(46.2)	1	(7.7)	2	(15.4)	2	(15.4)	2	(15.4)	13	(100.0)
The offender was not sincere in participation	6	(46.2)	2	(15.4)	1	(7.7)	3	(23.1)	1	(7.7)	13	(100.0)

(table continues)

Table 20 (continued)

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Conferencing makes the justice process more responsive to my needs as a human being	0	(0.0)	3	(23.1)	5	(38.5)	4	(30.8)	1	(7.7)	13	(100.0)
I can now forgive the offender for what was done	1	(7.7)	2	(15.4)	7	(53.8)	2	(15.4)	1	(7.7)	13	(100.0)
<i>(table continues)</i>												

(table continues)

Table 20 (continued)

Satisfaction Item	<i>Do not</i>		<i>Somewhat</i>		<i>Agree</i>		<i>Very Much</i>		<i>Completely</i>		<i>Total</i>	
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I can now put this behind me and move forward with my life	0	(0.0)	4	(33.3)	4	(33.3)	2	(16.7)	2	(16.7)	12	(100.0)
I have no desire for revenge at this point	0	(0.0)	0	(0.0)	1	(7.7)	1	(7.7)	11	(84.6)	13	(100.0)

(table continues)

Table 20 (continued)

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
This Conference												
process increased												
the level of school												
safety	0	(0.0)	1	(7.1)	6	(42.9)	4	(28.6)	3	(21.4)	14	(100.0)

Survey 2: Victim/Harmed Satisfaction levels. As mentioned above in Table 7, participants in the role of Victim/Harmed made up only 8.6% (n = 6) of all participants that completed Survey 2.

Table 21 indicates that with respect to Part A of Survey 2, the *Level of Satisfaction with Various Aspects of the Conference*, that all victims reported some level of satisfaction (ranging from satisfied to extremely satisfied) with all of the satisfaction items. Specifically, victims most commonly reported responses include 83.3% (n = 5) were *very satisfied* with having all the necessary people at the Conference, 66.7% (n = 4) were *extremely satisfied* with being able to speak their mind., and similarly to Survey 1, 66.7% (n = 4) were *very satisfied* with being able to share how they were affected by the offense.

For Part B, the *Most Important Aspects of the Conference*, Table 22 shows that similarly to Survey 1, 66.7% (n = 4) of victims felt it was *extremely important* to tell the offender how the offense affected them, 50.0% (n = 3) felt it was *extremely important* to feel they had some input into the Conference outcome *and* to have the offender say that he or she is sorry.

Table 23 demonstrates that 50.0% (n = 3) of victims responding to Part C, *Personal Changes*, agree that they learned things about themselves, in a similar way to Survey 1 but slightly less 33.3% (n = 2) stated they *completely agree* they have experienced a sense of closure as a result of this Conference and 33.3% (n = 2) reported that they *very much agree* that they have experienced a positive change in feelings toward the Offender/Harmer.

For Part D, *Experiences of the Conference by the Victim/Harmed*, Table 24

illustrates that 66.7% (n = 4) of victims *very much agree* that Conferencing makes the justice process more responsive to their needs as a human being, 60.0% (n = 3) *agree* with both the statements that Conferencing allowed them to participate more fully in the justice system *and* that this Conference process increased the level of school safety, and 50% (n = 3) *very much agree* that Conferencing allowed them to express their feelings about being victimized.

Table 21

Survey 2: Victim/Harmed

Part A: Satisfaction levels with various aspects of the Conference

Satisfaction Item	<i>Not at all</i>		<i>Somewhat</i>		<i>Satisfied</i>		<i>Very Satisfied</i>		<i>Extremely</i>		<i>Total</i>	
	<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The location of the												
Conference	0	(0.0)	0	(0.0)	3	(50.0)	2	(33.3)	1	(16.7)	6	(100.0)
The overall												
preparation for the												
Conference	0	(0.0)	0	(0.0)	2	(33.3)	3	(50.0)	1	(16.7)	6	(100.0)

(table continues)

Table 21 (continued)

Satisfaction Item	<i>Not at all</i>		<i>Somewhat</i>		<i>Satisfied</i>		<i>Very Satisfied</i>		<i>Extremely</i>		<i>Total</i>	
	<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The facilitator's ability to run the Conference	0	(0.0)	0	(0.0)	3	(50.0)	2	(33.3)	1	(16.7)	6	(100.0)
The facilitator's helpfulness	0	(0.0)	0	(0.0)	2	(33.3)	3	(50.0)	1	(16.7)	6	(100.0)
Having all the necessary people at the Conference	0	(0.0)	0	(0.0)	0	(0.0)	5	(83.3)	1	(16.7)	6	(100.0)

(table continues)

Table 21 (continued)

	<i>Not at all</i>		<i>Somewhat</i>						<i>Extremely</i>			
	<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>		<i>Very Satisfied</i>		<i>Satisfied</i>		<i>Total</i>	
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Being seen as an equal in the Conference	0	(0.0)	0	(0.0)	1	(16.7)	4	(66.7)	1	(16.7)	6	(100.0)
Feeling supported in the Conference	0	(0.0)	0	(0.0)	1	(16.7)	3	(50.0)	2	(33.3)	6	(100.0)
Feeling safe in the Conference	0	(0.0)	0	(0.0)	1	(16.7)	3	(50.0)	2	(33.3)	6	(100.0)

(table continues)

Table 21 (continued)

Satisfaction Item	<i>Not at all</i>		<i>Somewhat</i>		<i>Satisfied</i>		<i>Very Satisfied</i>		<i>Extremely</i>		<i>Total</i>	
	<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>			
	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
Being able to speak												
my mind	0	(0.0)	0	(0.0)	1	(16.7)	1	(16.7)	4	(66.7)	6	(100.0)
Being able to share												
how I was affected												
by the offense	0	(0.0)	0	(0.0)	1	(16.7)	4	(66.7)	1	(16.7)	6	(100.0)
Holding the												
Offender/Harmer												
accountable	0	(0.0)	0	(0.0)	2	(33.3)	2	(33.3)	2	(33.3)	6	(100.0)

(table continues)

Table 21 (continued)

	<i>Not at all</i>		<i>Somewhat</i>						<i>Extremely</i>			
	<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>		<i>Very Satisfied</i>		<i>Satisfied</i>		<i>Total</i>	
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Having input into decisions made	0	(0.0)	0	(0.0)	3	(50.0)	3	(50.0)	0	(0.0)	6	(100.0)
The agreement that was made at the end of the Conference	0	(0.0)	0	(0.0)	1	(16.7)	3	(50.0)	2	(33.3)	6	(100.0)

Table 22

Survey 2: Victim/Harmed

Part B: Most important aspects of the Conference

	<i>Not at all</i>		<i>Somewhat</i>		<i>Important</i>		<i>Very Important</i>		<i>Extremely</i>		<i>Total</i>	
	<i>Important</i>		<i>Important</i>		<i>Important</i>		<i>Important</i>		<i>Important</i>			
Item of Importance	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
To feel I was part of												
the process	0	(0.0)	0	(0.0)	2	(33.3)	2	(33.3)	2	(33.3)	6	(100.0)
To tell the offender												
how the offense												
affected me	0	(0.0)	0	(0.0)	0	(0.0)	2	(33.3)	4	(66.7)	6	(100.0)

(table continues)

Table 22 (continued)

	<i>Not at all</i>		<i>Somewhat</i>						<i>Extremely</i>			
	<i>Important</i>		<i>Important</i>		<i>Important</i>		<i>Very Important</i>		<i>Important</i>		<i>Total</i>	
Item of Importance	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
To receive answers to questions I wanted to ask the offender	0	(0.0)	0	(0.0)	2	(33.3)	2	(33.3)	2	(33.3)	6	(100.0)
To feel I had some input into the Conference outcome	0	(0.0)	0	(0.0)	2	(33.3)	1	(16.7)	3	(50.0)	6	(100.0)

(table continues)

Table 22 (continued)

	<i>Not at all</i>		<i>Somewhat</i>						<i>Extremely</i>			
	<i>Important</i>		<i>Important</i>		<i>Important</i>		<i>Very Important</i>		<i>Important</i>		<i>Total</i>	
Item of Importance	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
To get paid back for												
your losses	0	(0.0)	1	(16.7)	1	(16.7)	2	(33.3)	2	(33.3)	6	(100.0)
To see that the												
offender got some												
counselling or												
other type of help	0	(0.0)	1	(16.7)	1	(16.7)	2	(33.3)	2	(33.3)	6	(100.0)
To have the offender												
punished	0	(0.0)	1	(16.7)	3	(50.0)	2	(33.3)	0	(0.0)	6	(100.0)

(table continues)

Table 22 (continued)

	<i>Not at all</i>		<i>Somewhat</i>						<i>Extremely</i>			
	<i>Important</i>		<i>Important</i>		<i>Important</i>		<i>Very Important</i>		<i>Important</i>		<i>Total</i>	
Item of Importance	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
To have the offender												
say he or she is												
sorry	0	(0.0)	0	(0.0)	2	(33.3)	1	(16.7)	3	(50.0)	6	(100.0)

Table 23

Survey 2: Victim/Harmed

Part C: Personal Changes

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I experienced a												
positive change in												
thoughts or beliefs												
about the												
Offender/Harmer	1	(16.7)	1	(16.7)	2	(33.3)	1	(16.7)	1	(16.7)	6	(100.0)

(table continues)

Table 23 (continued)

Satisfaction Item	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I experienced a												
positive change in												
feelings toward the												
Offender/Harmer	1	(16.7)	1	(16.7)	1	(16.7)	2	(33.3)	1	(16.7)	6	(100.0)
I have increased												
feelings of safety												
or security	0	(0.0)	2	(33.3)	2	(33.3)	1	(16.7)	1	(16.7)	6	(100.0)

(table continues)

Table 23 (continued)

Satisfaction Item	<i>Do not</i>		<i>Somewhat</i>		<i>Agree</i>		<i>Very Much</i>		<i>Completely</i>		<i>Total</i>	
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel an increased sense of justice as a result of this Conference	1	(16.7)	1	(16.7)	2	(33.3)	1	(16.7)	1	(16.7)	6	(100.0)
I have experienced sense of closure as a result of this Conference	1	(16.7)	1	(16.7)	1	(16.7)	1	(16.7)	2	(33.3)	6	(100.0)

(table continues)

Table 23 (continued)

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have learned things												
about myself as a												
result of this												
Conference	0	(0.0)	0	(0.0)	3	(50.0)	2	(33.3)	1	(16.7)	6	(100.0)

Table 24

Survey 2: Victim/Harmed

Part D: Common Statements Made by Victims/Harmed

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Conferencing												
allowed me to												
express my												
feelings about												
being victimized	0	(0.0)	0	(0.0)	1	(16.7)	3	(50.0)	2	(33.3)	6	(100.0)

(table continues)

Table 24 (continued)

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Conferencing												
allowed me to												
participate more												
fully in the justice												
system	0	(0.0)	0	(0.0)	3	(60.0)	1	(20.0)	1	(20.0)	5	(100.0)

(table continues)

Table 24 (continued)

Satisfaction Item	<i>Do not</i>		<i>Somewhat</i>		<i>Agree</i>		<i>Very Much</i>		<i>Completely</i>		<i>Total</i>	
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I now have a better understanding of why the offense was committed against me	1	(16.7)	1	(16.7)	2	(33.3)	1	(16.7)	1	(16.7)	6	(100.0)

(table continues)

Table 24 (continued)

	<i>Do not</i>		<i>Somewhat</i>		<i>Agree</i>		<i>Very Much</i>		<i>Completely</i>		<i>Total</i>	
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>			
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The offender participated only to avoid an expulsion or criminal record	3	(50.0)	0	(0.0)	1	(16.7)	1	(16.7)	1	(16.7)	6	(100.0)
The Offender was not sincere in participation	2	(33.3)	1	(16.7)	0	(0.0)	2	(33.3)	1	(16.7)	6	(100.0)

(table continues)

Table 24 (continued)

Satisfaction Item	<i>Do not</i>		<i>Somewhat</i>		<i>Agree</i>		<i>Very Much</i>		<i>Completely</i>		<i>Total</i>	
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Conferencing makes the justice process more responsive to my needs as a human being	0	(0.0)	0	(0.0)	0	(0.0)	4	(66.7)	2	(33.3)	6	(100.0)
I can now forgive the offender for what was done	0	(0.0)	1	(16.7)	2	(33.3)	1	(16.7)	2	(33.3)	6	(100.0)

(table continues)

Table 24 (continued)

Satisfaction Item	<i>Do not</i>		<i>Somewhat</i>		<i>Agree</i>		<i>Very Much</i>		<i>Completely</i>		<i>Total</i>	
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I can now put this behind me and move forward with my life	0	(0.0)	2	(33.3)	1	(16.7)	1	(16.7)	2	(33.3)	6	(100.0)
I have no desire for revenge at this point	1	(16.7)	0	(0.0)	0	(0.0)	1	(16.7)	4	(66.7)	6	(100.0)

(table continues)

Table 24 (continued)

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
This Conference												
process increased												
the level of school												
safety	0	(0.0)	0	(0.0)	3	(60.0)	1	(20.0)	1	(20.0)	5	(100.0)

Survey 1 and 2: Victim/Harmed Qualitative Responses. Table 25 reports the qualitative data obtained from the Victims/Harmed responses to Part E: *Additional Comments*. Because of the general nature of this open-ended section of the surveys, the responses differ a great deal. Each response was categorized within the framework of being a positive response, a negative/neutral response, or a response that is making a recommendation or input for change.

Of the total responses, 40.0% (n = 10) were positive with the most frequently reported response (8.0%) being that the offender is following the agreement. Slightly less than half or 48.0% (n = 12) of the total responses fell within the category of negative/neutral responses with the most frequently reported responses including: 12.0% (n = 3) that the offender did not show remorse and 8.0% (n = 2) indicating that the Conference didn't change the offender's behaviour or connect the offender with the needed services. Lastly, 12.0% (n = 3) of responses involved some form of a recommendation or input for change.

Table 25

*Survey 1 and 2: Victim/Harmed Responses**Part E: Additional Comments*

<i>Positive Response</i>	<i>Survey 1</i>	<i>Survey 2</i>	<i>Freq</i>	<i>%</i>
The offender is following the agreement		2	2	(8.0)
The Conference was very informative	1		1	(4.0)
We can now intervene and resolve conflicts with success	1		1	(4.0)
I hope the agreement will bring an apology and sense of responsibility from the offender	1		1	(4.0)
There was a positive outcome for the offender		1	1	(4.0)
The agreement will be followed through on	1		1	(4.0)
Good job to all participants involved	1		1	(4.0)
The offender's behaviour has changed toward me		1	1	(4.0)
The situation has improved a lot		1	1	(4.0)
Total Positive Responses	5	5	10	(40.0)
<i>Negative/Neutral Responses</i>	<i>Survey 1</i>	<i>Survey 2</i>	<i>Freq</i>	<i>%</i>
The offender didn't show remorse	2	1	3	(12.0)

(table continues)

Table 25 (continued)

	<i>Survey 1</i>	<i>Survey 2</i>	<i>Freq</i>	<i>%</i>
Negative/Neutral Responses (continued)				
The Conference didn't change the offender's behaviour and didn't connect the offender with needed services	2		2	(8.0)
Parental support for the student would have been nice	1		1	(4.0)
Difficult to say the long range success at this point	1		1	(4.0)
The Conference ended abruptly		1	1	(4.0)
There has been no positive impact on the offender		1	1	(4.0)
I am unsure if offender heard how the offense affected me	1		1	(4.0)
The parents felt more free to speak their mind than the students or school staff did	1		1	(4.0)
The Conference ran longer than the attention span of the offender	1		1	(4.0)
Total Negative/Neutral Responses	9	3	12	(48.0)

(table continues)

Table 25 (continued)

<i>Recommendations/Input Responses</i>	<i>Survey 1</i>	<i>Survey 2</i>	<i>Freq</i>	<i>%</i>
Breaks need to be called regularly	1		1	(4.0)
One more round of discussion would have been nice		1	1	(4.0)
The Conference process should be adapted when dealing with a special needs student	1		1	(4.0)
Total Recommendations/Input Responses	2	1	3	(12.0)
Total frequency of responses			25	100.0

Survey 1: Community Members/Supporters Satisfaction levels. Similarly to those in other roles, the two surveys administered to participants within the role of Community were identical. Each survey consisted of 4 parts that followed a Likert Scale: Part A: *Satisfaction levels with various aspects of the Conference*, Part B: *Most important aspects of the Conference*, Part C: *Personal Changes*, Part D: *Common Statements Made by Community/Support People*.

The data from the qualitative component of this research, resulting from the final sections of Survey 1 and 2, Part E: *Additional Comments*, will be summarized in a combined table and text following the results of Survey 2.

As mentioned above in Table 7, 56.2% (n = 59) of participants who completed Survey 1 were in the role of Community Members/Supporters. When broken down by subclass this included 59.3% (n = 35) parents/guardians, 8.5% (n = 5) supporters, 8.5% (n = 5) community members, 20.3% (n = 12) school staff/representatives, and 3.4% (n = 2) students.

Table 26 indicates that with respect to Part A of the survey, the *Level of Satisfaction with Various Aspects of the Conference*, those in the role of Community Members/Supporters most commonly reported: 49.2% (n = 29) were *extremely satisfied* with feeling safe in the Conference; 45.8% (n = 27) were *extremely satisfied* being able to speak their mind; and 44.1% (n = 26) were *extremely satisfied* with being able to share how they were affected by the offense.

In respect to Part B, the *Most Important Aspects of the Conference*, Table 27 shows that 55.9% (n = 33) of Community Members/Supporters felt it was *extremely important* to ensure the person they care for is supported in the process *and* to see that the

participants got the help they needed, and 40.7% (n = 24) felt it was *extremely important* to have the offender say he or she is sorry.

Table 28 shows that 37.0% (n = 20) of Community Members/Supporters responded to Part C, *Personal Changes*, *agree* that they now feel a sense of closure as a result of this Conference, 36.4% (n = 20) stated they *agree* they have benefited personally as a result of this Conference, and 36.2% (n = 21) *agree* that they have experienced an increase in feelings of safety and security as a result of this Conference.

For Part D, *Experiences of the Conference by the Community Members/Supporters*, Table 29 shows that 37.0% (n = 20) of community respondents *agree* that they now have a better understanding of why the offense was committed, 35.2% (n = 19) *completely agree* that Conferencing makes the justice process more responsive to the needs of human beings, and 34.0% (n = 18) *agree* Conferencing allowed them to participate more fully in the justice system.

Table 26

Survey 1: Community Members/Supporters

Part A: Satisfaction levels with various aspects of the Conference

Satisfaction Item	<i>Not at all</i>		<i>Somewhat</i>		<i>Satisfied</i>		<i>Very Satisfied</i>		<i>Extremely</i>		<i>Total</i>	
	<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The location of the												
Conference	0	(0.0)	1	(1.7)	23	(39.0)	22	(37.3)	13	(22.0)	59	(100.0)
The overall												
preparation for the												
Conference	0	(0.0)	2	(3.4)	19	(32.2)	20	(33.9)	18	(30.5)	59	(100.0)

(table continues)

Table 26 (continued)

Satisfaction Item	<i>Not at all</i>		<i>Somewhat</i>						<i>Extremely</i>			
	<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>		<i>Very Satisfied</i>		<i>Satisfied</i>		<i>Total</i>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The facilitator's ability to run the Conference	0	(0.0)	1	(1.7)	14	(23.7)	20	(33.9)	24	(40.7)	59	(100.0)
The facilitator's helpfulness	1	(1.7)	3	(5.1)	17	(28.8)	18	(30.5)	20	(33.9)	59	(100.0)
Having all the necessary people at the Conference	1	(1.7)	6	(10.2)	15	(25.4)	21	(35.6)	16	(27.1)	59	(100.0)

(table continues)

Table 26 (continued)

Satisfaction Item	<i>Not at all</i>		<i>Somewhat</i>						<i>Extremely</i>			
	<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>		<i>Very Satisfied</i>		<i>Satisfied</i>		<i>Total</i>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Being seen as an equal in the Conference	0	(0.0)	3	(5.1)	14	(23.7)	22	(37.3)	20	(33.9)	59	(100.0)
Feeling supported in the Conference	0	(0.0)	8	(13.6)	16	(27.1)	13	(22.0)	22	(37.3)	59	(100.0)
Feeling safe in the Conference	0	(0.0)	0	(0.0)	12	(20.3)	18	(30.5)	29	(49.2)	59	(100.0)

(table continues)

Table 26 (continued)

	<i>Not at all</i>		<i>Somewhat</i>						<i>Extremely</i>			
	<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>		<i>Very Satisfied</i>		<i>Satisfied</i>		<i>Total</i>	
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Being able to speak												
my mind	0	(0.0)	2	(3.4)	12	(20.3)	18	(30.5)	27	(45.8)	59	(100.0)
Being able to share												
how I was affected												
by the offense	0	(0.0)	2	(3.4)	11	(18.6)	20	(33.9)	26	(44.1)	59	(100.0)
Holding the												
Offender/Harmer												
accountable	1	(1.9)	12	(22.2)	11	(20.4)	12	(22.2)	18	(33.3)	54	(100.0)

(table continues)

Table 26 (continued)

	<i>Not at all</i>		<i>Somewhat</i>						<i>Extremely</i>			
	<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>		<i>Very Satisfied</i>		<i>Satisfied</i>		<i>Total</i>	
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Having input into decisions made	0	(0.0)	3	(5.4)	16	(28.6)	19	(33.9)	18	(32.1)	56	(100.0)
The agreement that was made at the end of the Conference	0	(0.0)	4	(6.9)	15	(25.9)	21	(36.2)	18	(31.0)	58	(100.0)

Table 27

Survey 1: Community Members/Supporters

Part B: Most important aspects of the Conference

	<i>Not at all</i>		<i>Somewhat</i>						<i>Extremely</i>			
	<i>Important</i>		<i>Important</i>		<i>Important</i>		<i>Very Important</i>		<i>Important</i>		<i>Total</i>	
Item of Importance	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
To feel you were												
part of the process	0	(0.0)	8	(13.8)	16	(27.6)	15	(25.9)	19	(32.8)	58	(100.0)
To explain how the												
offense affected												
me	0	(0.0)	10	(17.2)	16	(27.6)	16	(27.6)	16	(27.6)	58	(100.0)
To receive answers												
to questions	1	(1.7)	2	(3.4)	17	(29.3)	20	(34.5)	18	(31.0)	58	(100.0)

(table continues)

Table 27 (continued)

	<i>Not at all</i>		<i>Somewhat</i>						<i>Extremely</i>			
	<i>Important</i>		<i>Important</i>		<i>Important</i>		<i>Very Important</i>		<i>Important</i>		<i>Total</i>	
Item of Importance	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
To ensure the person I care for is supported in the process	0	(0.0)	0	(0.0)	14	(23.7)	12	(20.3)	33	(55.9)	59	(100.0)
To have input into the agreement made	0	(0.0)	3	(5.2)	14	(24.1)	18	(31.0)	23	(39.7)	58	(100.0)

(table continues)

Table 27 (continued)

	<i>Not at all</i>		<i>Somewhat</i>						<i>Extremely</i>			
	<i>Important</i>		<i>Important</i>		<i>Important</i>		<i>Very Important</i>		<i>Important</i>		<i>Total</i>	
Item of Importance	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
To see that the												
participants got the												
help they needed	0	(0.0)	2	(3.4)	8	(13.6)	16	(27.1)	33	(55.9)	59	(100.0)
To have the offender												
punished	9	(16.1)	13	(23.2)	14	(25.0)	10	(17.9)	10	(17.9)	56	(100.0)
To have the offender												
say he or she is												
sorry	2	(3.4)	2	(3.4)	14	(23.7)	17	(28.8)	24	(40.7)	59	(100.0)

Table 28

Survey 1: Community Members/Supporters

Part C: Personal Changes

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I experienced a												
change in thoughts												
or beliefs about												
participants in this												
Conference	6	(10.5)	14	(24.6)	17	(29.8)	10	(17.5)	10	(17.5)	57	(100.0)

(table continues)

Table 28 (continued)

Satisfaction Item	<i>Do not</i>		<i>Somewhat</i>		<i>Agree</i>		<i>Very Much</i>		<i>Completely</i>		<i>Total</i>	
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I experienced an increase in feelings of safety and security as a result of this Conference	4	(6.9)	12	(20.7)	21	(36.2)	14	(24.1)	7	(12.1)	58	(100.0)
I now feel a sense of justice as a result of this Conference	3	(5.6)	12	(22.2)	16	(29.6)	18	(33.3)	5	(9.3)	54	(100.0)

(table continues)

Table 28 (continued)

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I now feel a sense of closure as a result of this Conference	4	(7.4)	11	(20.4)	20	(37.0)	13	(24.1)	6	(11.1)	54	(100.0)
I have benefited personally as a result of this Conference	4	(7.3)	5	(9.1)	20	(36.4)	15	(27.3)	11	(20.0)	55	(100.0)

Table 29

Survey 1: Community Members/Supporters

Part D: Common Statements made by Community Members/Supporters

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Conferencing												
allowed me to												
express my												
feelings regarding												
the offense	0	(0.0)	3	(5.6)	18	(33.3)	16	(29.6)	17	(31.5)	54	(100.0)

(table continues)

Table 29 (continued)

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Conferencing												
allowed me to												
participate more												
fully in the justice												
system	2	(3.8)	6	(11.3)	18	(34.0)	16	(30.2)	11	(20.8)	53	(100.0)
I now have a better												
understanding of												
why the offense												
was committed	5	(9.3)	9	(16.7)	20	(37.0)	12	(22.2)	8	(14.8)	54	(100.0)

(table continues)

Table 29 (continued)

Satisfaction Item	<i>Do not</i>		<i>Somewhat</i>		<i>Agree</i>		<i>Very Much</i>		<i>Completely</i>		<i>Total</i>	
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The offender was sincere in his or her participation	5	(9.3)	13	(24.1)	10	(18.5)	14	(25.9)	12	(22.2)	54	(100.0)
The victim was sincere in his or her participation	0	(0.0)	10	(19.6)	14	(27.5)	10	(19.6)	17	(33.3)	51	(100.0)

(table continues)

Table 29 (continued)

Satisfaction Item	<i>Do not</i>		<i>Somewhat</i>		<i>Agree</i>		<i>Very Much</i>		<i>Completely</i>		<i>Total</i>	
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Conferencing makes												
the justice process												
more responsive to												
the needs of												
human beings	0	(0.0)	3	(5.6)	18	(33.3)	14	(25.9)	19	(35.2)	54	(100.0)

(table continues)

Table 29 (continued)

Satisfaction Item	<i>Do not</i>		<i>Somewhat</i>		<i>Agree</i>		<i>Very Much</i>		<i>Completely</i>		<i>Total</i>	
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The needs of the people involved were met through the Conference process	0	(0.0)	10	(18.5)	18	(33.3)	13	(24.1)	13	(24.1)	54	(100.0)

(table continues)

Table 29 (continued)

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
This Conference												
process increased												
the level of school												
safety	3	(5.5)	7	(12.7)	16	(29.1)	17	(30.9)	12	(21.8)	55	(100.0)

Survey 2: Community Member/Supporter Satisfaction levels. As mentioned above in Table 7, 61.4% (n = 43) of participants who completed Survey 2 were in the role of Community Members/Supporters. When broken down by subclass this included more than half or 53.5% (n = 23) parents/guardians, 7.0% (n = 3) supporters, 7.0% (n = 3) community members, 23.3% (n = 10) school staff/representatives, and 9.3% (n = 4) students.

Table 30 indicates that in respect to Part A of Survey 2, the *Level of Satisfaction with Various Aspects of the Conference*, Community Members/Supporters most commonly reported responses were very similar to that of Survey 1. A slightly higher amount of participants (51.2 %, n = 22) reported being *extremely satisfied* with feeling safe in the Conference as well as 53.5% (n = 23) being *extremely satisfied* with being able to speak their mind. Unlike Survey 1, the next highest level of satisfaction resulted from 48.8% (n = 21) of Community Members/Supporters indicating they were *extremely satisfied* with being seen as an equal in the Conference.

For Part B, the *Most Important Aspects of the Conference*, Table 31 shows that once again, Community Members/Supporters of Survey 2 reported similar items to Survey 1 for which they found most important. Those included: 51.2% (n = 22) felt it was *extremely important* to ensure the person they care for is supported in the process; 55.8% (n = 24) found it *extremely important* to see that the participants got the help they needed; and a slightly higher 48.8% (n = 21) felt it was *extremely important* to have the offender say he or she is sorry.

Table 32 shows the results for Survey 2 regarding Part C, *Personal Changes*. A similar amount of respondents as in Survey 1, 45.2% (n = 19), reported they *agree* they

have benefited personally as a result of this Conference and 46.2% (n = 18) reported they have experienced an increase in feelings of safety and security as a result of this Conference. Unlike Survey 1, the next highest level of agreement was where 35.7% (n = 15) of respondents reported that they have experienced a change in thoughts or beliefs about one or more participants in this Conference.

For Part D, *Experiences of the Conference by the Community*

Members/Supporters, Table 33 illustrates that 39.5% (n = 17) of community respondents *completely agree* that the victim was sincere in his or her participation, 38.1% (n = 16) *completely agree* that Conferencing makes the justice process more responsive to the needs of human beings, and 33.3% (n = 14) *completely agree* Conferencing allowed them to express their feelings regarding the offense.

Table 30

Survey 2: Community Members/Supporters

Part A: Satisfaction levels with various aspects of the Conference

Satisfaction Item	<i>Not at all</i>		<i>Somewhat</i>		<i>Satisfied</i>		<i>Very Satisfied</i>		<i>Extremely</i>		<i>Total</i>	
	<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>	
	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
The location of the												
Conference	0	(0.0)	0	(0.0)	14	(32.6)	12	(27.9)	17	(39.5)	43	(100.0)
The overall												
preparation for the												
Conference	1	(2.3)	0	(0.0)	13	(30.2)	19	(44.2)	10	(23.3)	43	(100.0)

(table continues)

Table 30 (continued)

Satisfaction Item	<i>Not at all</i>		<i>Somewhat</i>						<i>Extremely</i>			
	<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>		<i>Very Satisfied</i>		<i>Satisfied</i>		<i>Total</i>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The facilitator's ability to run the Conference	0	(0.0)	2	(4.7)	7	(16.3)	20	(46.5)	14	(32.6)	43	(100.0)
The facilitator's helpfulness	0	(0.0)	2	(4.7)	12	(27.9)	15	(34.9)	14	(32.6)	43	(100.0)
Having all the necessary people at the Conference	2	(4.7)	3	(7.0)	5	(11.6)	16	(37.2)	17	(39.5)	43	(100.0)

(table continues)

Table 30 (continued)

Satisfaction Item	<i>Not at all</i>		<i>Somewhat</i>						<i>Extremely</i>			
	<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>		<i>Very Satisfied</i>		<i>Satisfied</i>		<i>Total</i>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Being seen as an equal in the Conference	0	(0.0)	1	(2.3)	8	(18.6)	13	(30.2)	21	(48.8)	43	(100.0)
Feeling supported in the Conference	0	(0.0)	2	(4.7)	12	(27.9)	14	(32.6)	15	(34.9)	43	(100.0)
Feeling safe in the Conference	0	(0.0)	0	(0.0)	7	(16.3)	14	(32.6)	22	(51.2)	43	(100.0)
Being able to speak my mind	1	(2.3)	2	(4.7)	8	(18.6)	9	(20.9)	23	(53.5)	43	(100.0)

(table continues)

Table 30 (continued)

Satisfaction Item	<i>Not at all</i>		<i>Somewhat</i>						<i>Extremely</i>			
	<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>		<i>Very Satisfied</i>		<i>Satisfied</i>		<i>Total</i>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Being able to share how I was affected by the offense	0	(0.0)	1	(2.3)	10	(23.3)	11	(25.6)	21	(48.8)	43	(100.0)
Holding the Offender/Harmer accountable	2	(4.7)	10	(23.3)	11	(25.6)	8	(18.6)	12	(27.9)	43	(100.0)
Having input into decisions made	0	(0.0)	3	(7.0)	15	(34.9)	14	(32.6)	11	(25.6)	43	(100.0)

(table continues)

Table 30 (continued)

Satisfaction Item	<i>Not at all</i>		<i>Somewhat</i>						<i>Extremely</i>			
	<i>Satisfied</i>		<i>Satisfied</i>		<i>Satisfied</i>		<i>Very Satisfied</i>		<i>Satisfied</i>		<i>Total</i>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The agreement that												
was made at the												
end of the												
Conference	2	(4.8)	4	(9.5)	6	(14.3)	18	(42.9)	12	(28.6)	42	(100.0)

Table 31

Survey 2: Community Members/Supporters

Part B: Most important aspects of the Conference

	<i>Not at all</i>		<i>Somewhat</i>						<i>Extremely</i>			
	<i>Important</i>		<i>Important</i>		<i>Important</i>		<i>Very Important</i>		<i>Important</i>		<i>Total</i>	
Item of Importance	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
To feel you were												
part of the process	1	(2.3)	0	(0.0)	11	(25.6)	13	(30.2)	18	(41.9)	43	(100.0)
To explain how the												
offense affected												
me	2	(4.7)	4	(9.3)	7	(16.3)	19	(44.2)	11	(25.6)	43	(100.0)
To receive answers												
to questions	0	(0.0)	2	(4.7)	10	(23.3)	18	(41.9)	13	(30.2)	43	(100.0)

(table continues)

Table 31 (continued)

	<i>Not at all</i>		<i>Somewhat</i>						<i>Extremely</i>			
	<i>Important</i>		<i>Important</i>		<i>Important</i>		<i>Very Important</i>		<i>Important</i>		<i>Total</i>	
Item of Importance	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
To ensure the person I care for is supported in the process	0	(0.0)	1	(2.3)	2	(4.7)	18	(41.9)	22	(51.2)	43	(100.0)
To have input into the agreement made	0	(0.0)	1	(2.3)	4	(9.3)	19	(44.2)	19	(44.2)	43	(100.0)

(table continues)

Table 31 (continued)

	<i>Not at all</i>		<i>Somewhat</i>						<i>Extremely</i>			
	<i>Important</i>		<i>Important</i>		<i>Important</i>		<i>Very Important</i>		<i>Important</i>		<i>Total</i>	
Item of Importance	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
To see that the												
participants got the												
help they needed	0	(0.0)	0	(0.0)	2	(4.7)	17	(39.5)	24	(55.8)	43	(100.0)
To have the offender												
punished.	8	(19.5)	10	(24.4)	10	(24.4)	9	(22.0)	4	(9.8)	41	(100.0)
To have the offender												
say he or she is												
sorry	1	(2.3)	2	(4.7)	5	(11.6)	14	(32.6)	21	(48.8)	43	(100.0)

Table 32

Survey 2: Community Members/Supporters

Part C: Personal Changes

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I experienced a												
change in thoughts												
or beliefs about												
one or more												
participants in this												
Conference	2	(4.8)	8	(19.0)	15	(35.7)	9	(21.4)	8	(19.0)	42	(100.0)

(table continues)

Table 32 (continued)

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I experienced an increase in feelings of safety and security as a result of this Conference	6	(15.4)	7	(17.9)	18	(46.2)	3	(7.7)	5	(12.8)	39	(100.0)
I now feel a sense of justice as a result of this Conference	4	(9.8)	9	(22.0)	14	(34.1)	8	(19.5)	6	(14.6)	41	(100.0)

(table continues)

Table 32 (continued)

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I now feel a sense of closure as a result of this Conference	3	(7.1)	9	(21.4)	11	(26.2)	13	(31.0)	6	(14.3)	42	(100.0)
I have benefited personally as a result of this Conference	4	(9.5)	6	(14.3)	19	(45.2)	7	(16.7)	6	(14.3)	42	(100.0)

Table 33

Survey 2: Community Members/Supporters

Part D: Common Statements made by Community Members/Supporters

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Conferencing												
allowed me to												
express my												
feelings regarding												
the offense	1	(2.4)	0	(0.0)	13	(31.0)	14	(33.3)	14	(33.3)	42	(100.0)

(table continues)

Table 33 (continued)

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Conferencing												
allowed me to												
participate more												
fully in the justice												
system	3	(7.0)	3	(7.0)	13	(30.2)	13	(30.2)	11	(25.6)	43	(100.0)
I now have a better												
understanding of												
why the offense												
was committed	5	(11.6)	6	(14.0)	13	(30.2)	9	(20.9)	10	(23.3)	43	(100.0)

(table continues)

Table 33 (continued)

Satisfaction Item	<i>Do not</i>		<i>Somewhat</i>		<i>Agree</i>		<i>Very Much</i>		<i>Completely</i>		<i>Total</i>	
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The offender was sincere in his or her participation	4	(9.3)	12	(27.9)	11	(25.6)	4	(9.3)	12	(27.9)	43	(100.0)
The victim was sincere in his or her participation	0	(0.0)	5	(11.6)	13	(30.2)	8	(18.6)	17	(39.5)	43	(100.0)

(table continues)

Table 33 (continued)

	<i>Do not</i>		<i>Somewhat</i>		<i>Agree</i>		<i>Very Much</i>		<i>Completely</i>		<i>Total</i>	
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>			
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Conferencing makes												
the justice process												
more responsive to												
the needs of												
human beings	1	(2.4)	1	(2.4)	11	(26.2)	13	(31.0)	16	(38.1)	42	(100.0)

(table continues)

Table 33 (continued)

Satisfaction Item	<i>Do not</i>		<i>Somewhat</i>		<i>Agree</i>		<i>Very Much</i>		<i>Completely</i>		<i>Total</i>	
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The needs of the people involved were met through the Conference process	2	(4.7)	10	(23.3)	12	(27.9)	12	(27.9)	7	(16.3)	43	(100.0)

(table continues)

Table 33 (continued)

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
This Conference												
process increased												
the level of school												
safety	1	(2.4)	8	(19.0)	13	(31.0)	13	(31.0)	7	(16.7)	42	(100.0)

Survey 1 and 2: Community Member/Supporter Qualitative Responses. Table 34 reports the Community responses from Part E: *Additional Comments*. Because of the general nature of this open-ended section of the surveys, the responses differ a great deal. Each response was categorized within the framework of being a positive response, a negative/neutral response, or a response that is making a recommendation or input for change.

Of the total responses from those in the role of Community, 62.0% (n = 106) were positive. The most frequently reported responses included: 7.0% (n = 12) that the Conference went very well; 5.8% (n = 10) indicated they were happy with the Conference process and outcome; and 3.5% (n = 6) reported being happy that the victims had a chance to share their story and how they were affected.

The least frequently reported responses fell within the category of negative/neutral with 18.1% (n = 31). Of these, the most frequently reported responses were related to the offender and each made up 1.2% (n = 2) of the total responses from those in the role of Community. These included: the offender was not remorseful, the offender has not made any changes, the offender has not carried out conditions of the agreement, the offender didn't acknowledge what happened, and not enough time was spent encouraging the offender to give an explanation.

Lastly, 19.9% (n = 34) of the total responses involved some form of a recommendation or input for change. The most frequently reported responses include: 2.3% (n = 4) of total respondents reported that follow-up is very critical to the process and 1.8% (n = 3) stated it would be better if the facilitator took more of a direct role in keeping the group on topic.

Table 34

Survey 1 and 2: Community Members/Supporters Responses

Part E: Additional Comments

Note. P = Parents; Supp = Supporters; C/M = Community Members; S/S = School staff/representative

	Survey 1				Survey 2					
<i>Positive Responses</i>	<i>P</i>	<i>Supp</i>	<i>C/M</i>	<i>S/S</i>	<i>P</i>	<i>Supp</i>	<i>C/M</i>	<i>S/S</i>	<i>Freq.</i>	<i>%</i>
The Conference went very well			2		5	3		2	12	(7.0)
I was happy with Conference process and outcome	1		1		4	1	1	2	10	(5.8)
I am happy the victims had a chance to share their story and how they were affected				1	1	1	1	2	6	(3.5)
Positive changes resulted from Conference						1		4	5	(2.9)
It was a positive experience for families involved			2		1		1		4	(2.3)
Conferencing is a good process for some people			1					2	3	(1.8)

(table continues)

Table 34 (continued)

	Survey 1				Survey 2				Freq.	%
	<i>P</i>	<i>Supp</i>	<i>C/M</i>	<i>S/S</i>	<i>P</i>	<i>Supp</i>	<i>C/M</i>	<i>S/S</i>		
<i>Positive Responses</i>										
The facilitation was very professional				2		1			3	(1.8)
The process holds the student accountable for his/her behaviour			1		2				3	(1.8)
I was extremely heartened with efforts of school staff and other community members	2				1				3	(1.8)
I appreciated input from all involved	2								2	(1.2)
The follow-up surveys give opportunity to reflect					1			1	2	(1.2)
Positive changes in victim's attitude and behaviour have resulted								2	2	(1.2)
I learned more about the concerns as a result of Conference process					1			1	2	(1.2)

(table continues)

Table 34 (continued)

	Survey 1				Survey 2				Freq.	%
	<i>P</i>	<i>Supp</i>	<i>C/M</i>	<i>S/S</i>	<i>P</i>	<i>Supp</i>	<i>C/M</i>	<i>S/S</i>		
<i>Positive Responses</i>										
I would recommend Conference process to others					2				2	(1.2)
The needs of the offender were met					2				2	(1.2)
It was a good experience for me to attend					1	1			2	(1.2)
The offender was positively impacted					2				2	(1.2)
I appreciated focus on finding a solution, not on blaming	1				1				2	(1.2)
There has been follow through on the conditions of agreement					1	1			2	(1.2)
There is merit to the process in the right situation								1	1	(0.6)
I would use a Conference again with the right student								1	1	(0.6)

(table continues)

Table 34 (continued)

	Survey 1				Survey 2				Freq.	%
	<i>P</i>	<i>Supp</i>	<i>C/M</i>	<i>S/S</i>	<i>P</i>	<i>Supp</i>	<i>C/M</i>	<i>S/S</i>		
<i>Positive Responses</i>										
The Conference added to the safety of the school								1	1	(0.6)
The long term benefits of the Conference can be seen after time								1	1	(0.6)
It is a good idea to bring all students together					1				1	(0.6)
Conference process is ‘for’ kids rather than ‘to’ Kids								1	1	(0.6)
Ensures all perspectives are not only heard, but valued and validated				1					1	(0.6)
The Conference process is similar to that used in minority families to resolve conflict				1					1	(0.6)

(table continues)

Table 34 (continued)

	Survey 1				Survey 2				Freq.	%
	<i>P</i>	<i>Supp</i>	<i>C/M</i>	<i>S/S</i>	<i>P</i>	<i>Supp</i>	<i>C/M</i>	<i>S/S</i>		
<i>Positive Responses</i>										
The Conference process is better than traditional models			1						1	(0.6)
The Conference process is a preventative process					1				1	(0.6)
The structure of the Conference was really good					1				1	(0.6)
Good suggestions resulted from the Conference	1								1	(0.6)
The Conference gave students the opportunity to see the situation from another perspective					1				1	(0.6)
It is a respectful and helpful process			1						1	(0.6)
Brainstorming restitution ideas is beneficial			1						1	(0.6)
Solutions are not imposed by an authority figure			1						1	(0.6)
The Conference helps youth accept responsibility			1						1	(0.6)

(table continues)

Table 34 (continued)

	Survey 1				Survey 2				Freq.	%
	<i>P</i>	<i>Supp</i>	<i>C/M</i>	<i>S/S</i>	<i>P</i>	<i>Supp</i>	<i>C/M</i>	<i>S/S</i>		
<i>Positive Responses</i>										
The Elder was helpful as she represented spirituality					1				1	(0.6)
The Conference was very healing					1				1	(0.6)
The Conference was better than I expected					1				1	(0.6)
The Conference demonstrated valuing everyone equally					1				1	(0.6)
Conferencing is a collaborative process					1				1	(0.6)
The offender showed courage to attend								1	1	(0.6)
The offender showed sincerity								1	1	(0.6)
The offender took ownership at the end of the Conference								1	1	(0.6)

(table continues)

Table 34 (continued)

	Survey 1				Survey 2				Freq.	%
	<i>P</i>	<i>Supp</i>	<i>C/M</i>	<i>S/S</i>	<i>P</i>	<i>Supp</i>	<i>C/M</i>	<i>S/S</i>		
<i>Positive Responses</i>										
The offender's family became aware of the seriousness of the offense								1	1	(0.6)
I have seen positive changes in the offender's behaviour										(0.6)
The Conference was even more positive for the Victim and supporter, than for the offender							1		1	(0.6)
The Conference gave me the opportunity to voice my opinions								1	1	(0.6)
The whole school and community were positively affected					1				1	(0.6)
(table continues)										

Table 34 (continued)

	Survey 1				Survey 2				Freq.	%
	<i>P</i>	<i>Supp</i>	<i>C/M</i>	<i>S/S</i>	<i>P</i>	<i>Supp</i>	<i>C/M</i>	<i>S/S</i>		
<i>Positive Responses</i>										
I was able to hear the interconnectedness of the problem, not just my child's side of the story					1				1	(0.6)
The Conference stripped away misconceptions I had about bullying					1				1	(0.6)
I would like to see more Conferences held in the schools					1				1	(0.6)
I have seen an improvement in relationships among involved students					1				1	(0.6)
The school did a good job					1				1	(0.6)
My satisfaction levels have increased over time								1	1	(0.6)

(table continues)

Table 34 (continued)

	Survey 1				Survey 2					
<i>Positive Responses</i>	<i>P</i>	<i>Supp</i>	<i>C/M</i>	<i>S/S</i>	<i>P</i>	<i>Supp</i>	<i>C/M</i>	<i>S/S</i>	<i>Freq.</i>	<i>%</i>
Thanks for doing something about the problem						1			1	(0.6)
Total Positive Responses	7	0	14	3	40	10	4	28	106	62.0
	Survey 1				Survey 2					
<i>Negative/Neutral Responses</i>	<i>P</i>	<i>Supp</i>	<i>C/M</i>	<i>S/S</i>	<i>P</i>	<i>Supp</i>	<i>C/M</i>	<i>S/S</i>	<i>Freq.</i>	<i>%</i>
The offender was not remorseful								2	2	(1.2)
The offender has not made any changes								2	2	(1.2)
The offender has not carried out conditions of agreement								2	2	(1.2)
The offender didn't acknowledge what happened				1				1	2	(1.2)

(table continues)

Table 34 (continued)

	Survey 1				Survey 2				Freq.	%
	<i>P</i>	<i>Supp</i>	<i>C/M</i>	<i>S/S</i>	<i>P</i>	<i>Supp</i>	<i>C/M</i>	<i>S/S</i>		
<i>Negative/Neutral Responses</i>										
Not enough time was spent encouraging the offender to give an explanation								2	2	(1.2)
The offender lacked commitment								1	1	(0.6)
Not all the needs of the offender were met								1	1	(0.6)
The Conference was more positive for other participants than for the offender								1	1	(0.6)
The offender's mother was over-protective and non-believing	1								1	(0.6)
The offender didn't apologize					1				1	(0.6)
The offender was not held accountable					1				1	(0.6)
The offender was not engaged							1		1	(0.6)
										(table continues)

Table 34 (continued)

	Survey 1				Survey 2					
<i>Negative/Neutral Responses</i>	<i>P</i>	<i>Supp</i>	<i>C/M</i>	<i>S/S</i>	<i>P</i>	<i>Supp</i>	<i>C/M</i>	<i>S/S</i>	<i>Freq.</i>	<i>%</i>
I'm not sure if the offender understood the										
Conference process due to her handicap							1		1	(0.6)
Some parents were over-involved in the process					1				1	(0.6)
There has been a shift from the offender seeing										
me as a supporter to a perpetrator								1	1	(0.6)
I was put on the spot to speak					1				1	(0.6)
I would have preferred a one to one meeting					1				1	(0.6)
My child shouldn't have been in the offender role					1				1	(0.6)
My child's needs were not met					1				1	(0.6)
I was apprehensive at first to attend the										
Conference					1				1	(0.6)

(table continues)

Table 34 (continued)

	Survey 1				Survey 2				Freq.	%
	<i>P</i>	<i>Supp</i>	<i>C/M</i>	<i>S/S</i>	<i>P</i>	<i>Supp</i>	<i>C/M</i>	<i>S/S</i>		
<i>Negative/Neutral Responses</i>										
Our request at the Conference has negatively affected our relationship with the principal					1				1	(0.6)
We have decided to move our son to a different school next year					1				1	(0.6)
I never got a copy of the agreement					1				1	(0.6)
The change of date of the Conference made it so that the biological father couldn't attend					1				1	(0.6)
The timing of the Conference wasn't right in this situation								1	1	(0.6)

(table continues)

Table 34 (continued)

	Survey 1				Survey 2					
<i>Negative/Neutral Responses</i>	<i>P</i>	<i>Supp</i>	<i>C/M</i>	<i>S/S</i>	<i>P</i>	<i>Supp</i>	<i>C/M</i>	<i>S/S</i>	<i>Freq.</i>	<i>%</i>
Others weren't happy with outcome of Conference								1	1	(0.6)
Total Negative/Neutral Responses	1	0	0	1	12	0	2	15	31	18.1
	Survey 1				Survey 2					
<i>Recommendations/Input Responses</i>	<i>P</i>	<i>Supp</i>	<i>C/M</i>	<i>S/S</i>	<i>P</i>	<i>Supp</i>	<i>C/M</i>	<i>S/S</i>	<i>Freq.</i>	<i>%</i>
Follow-up is very critical to the process					2		1	1	4	(2.3)
It would be better if the facilitator took more of a direct role in keeping the group on topic					3				3	(1.8)
I would prefer a counsellor or social worker rather than a facilitator to lead the process					2				2	(1.2)
										(table continues)

Table 34 (continued)

<i>Recommendations/Input Responses</i>	Survey 1				Survey 2				<i>Freq.</i>	<i>%</i>
	<i>P</i>	<i>Supp</i>	<i>C/M</i>	<i>S/S</i>	<i>P</i>	<i>Supp</i>	<i>C/M</i>	<i>S/S</i>		
I would like follow-up by the facilitator					1		1		2	(1.2)
I would like follow-up with other participants					1		1		2	(1.2)
The offender must understand that the Conference is an alternative to court			1		1				2	(1.2)
The offender's level of sincerity is key to the process								1	1	(0.6)
The most important part is that the offender takes ownership of the problem								1	1	(0.6)
I wish the offender was forced to share his or her feelings				1					1	(0.6)

(table continues)

Table 34 (continued)

<i>Recommendations/Input Responses</i>	Survey 1				Survey 2				<i>Freq.</i>	<i>%</i>
	<i>P</i>	<i>Supp</i>	<i>C/M</i>	<i>S/S</i>	<i>P</i>	<i>Supp</i>	<i>C/M</i>	<i>S/S</i>		
Maybe the offender could write down their feelings if he or she is not willing to share verbally				1					1	(0.6)
The process would be more effective with less 'hard-core' cases								1	1	(0.6)
The principal's input is very beneficial								1	1	(0.6)
More focus should have been on the student's input					1				1	(0.6)
The Conference process could be used regularly to keep the parents involved					1				1	(0.6)
										(table continues)

Table 34 (continued)

<i>Recommendations/Input Responses</i>	Survey 1				Survey 2				<i>Freq.</i>	<i>%</i>
	<i>P</i>	<i>Supp</i>	<i>C/M</i>	<i>S/S</i>	<i>P</i>	<i>Supp</i>	<i>C/M</i>	<i>S/S</i>		
I would have liked more communication from the school before it came to the need for a Conference					1				1	(0.6)
Privacy issues should have been addressed so that I knew how much information I was allowed to share with the group								1	1	(0.6)
More clarifying questions to gain information would be helpful	1								1	(0.6)
The timing of the Conference wasn't right in this situation								1	1	(0.6)
Respect for all participants is essential			1						1	(0.6)
									<i>(table continues)</i>	

Table 34 (continued)

<i>Recommendations/Input Responses</i>	Survey 1				Survey 2				<i>Freq.</i>	<i>%</i>
	<i>P</i>	<i>Supp</i>	<i>C/M</i>	<i>S/S</i>	<i>P</i>	<i>Supp</i>	<i>C/M</i>	<i>S/S</i>		
Parental involvement is key					1				1	(0.6)
Principal's involvement is key					1				1	(0.6)
It would be helpful if given restitution ideas to start process of brainstorming					1				1	(0.6)
The timing of the Conference in the healing process is key								1	1	(0.6)
Would like to see a positive resolution for my child	1								1	(0.6)
The facilitator needs to explain the purpose and guidelines clearly to all of us involved				1					1	(0.6)

(table continues)

Table 34 (continued)

	Survey 1				Survey 2				Freq.	%
	<i>P</i>	<i>Supp</i>	<i>C/M</i>	<i>S/S</i>	<i>P</i>	<i>Supp</i>	<i>C/M</i>	<i>S/S</i>		
<i>Recommendations/Input Responses</i>										
Total Recommendations/Input Responses	2	0	3	2	16	0	3	8	34	19.9
Total Frequency of responses	10	0	17	6	68	10	9	51	171	100.0

Survey 1: Referring Agent Satisfaction levels. Similarly to those in other roles, the two surveys administered to participants within the role of Referring Agent were identical. Each survey consisted of Part A: *General Information*, Part B: *Changes/Outcomes of the Conference*, and Part C: *Common Statements Made by Referring Agents to Community Conferences* which followed a Likert scale.

The data from the qualitative component of this research, resulting from the final sections of Survey 1 and 2, Part D: *Additional Comments*, will be summarized in a combined text and table following the results of Survey 2.

As mentioned earlier in Table 7, only 10.5% (n = 11) of participants who completed Survey 1 were in the role of Referring Agent. When broken down by subclass this included 9.1% (n = 1) leadership services, 54.5% (n = 6) principals, 27.3% (n = 3) assistant principals, and 9.1% (n = 1) other.

Table 35 indicates that in respect to Part A of the survey, *General Information*, 90.0% (n = 10) of referring agent's were *very motivated* and 9.1% (n = 1) were *somewhat motivated* to refer this student to a Community Conference.

For Part B, *Changes/Outcomes of the Conference*, Table 36 shows that 81.8% (n = 9) of referring agents reported that they *completely agree* that if faced with a similar situation they would consider making another referral to a Community Conference and 54.5% (n = 6) *very much agree* that there is an increase in feelings of safety or security at the school as a result of the Conference *and* that the referred student benefited in a positive way as a result of the Conference.

Table 37 demonstrates that 90.9% (n = 10) of referring agents that responded to Part C, *Common Statements Made by Referring Agents to Community Conferences*,

completely agree that Conferencing provided them with another avenue in which to address school misconduct with 81.8% (n = 9) reporting they *do not agree at all* that referring this situation to an outside agency was difficult for them. Additionally, 63.6% (n = 7) stated they *completely agree* the Victim/Harmed was sincere in his or her participation with 54.5% (n = 6) *very much agree* that the Offender/Harmer was sincere in his or her participation.

Table 35

*Survey 1 and 2: Referring Agent**Part A: General Information*

How motivated were you to refer this student to a Community Conference?

Responses	<i>N</i>	(%)	<i>N</i>	(%)
	Survey 1		Survey 2	
Very motivated	10	(90.0)	10	(100.0)
Somewhat motivated	1	(9.1)	0	(0.0)
Not at all motivated	0	(0.0)	0	(0.0)
Total responses	11	(100.0)	10	(100.0)

Table 36

Survey 1: Referring Agent

Part B: Changes/Outcomes of the Conference

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
My thoughts												
regarding the												
value of a												
Conference have												
changed for the												
better	0	(0.0)	1	(10.0)	2	(20.0)	2	(20.0)	5	(50.0)	10	(100.0)

(table continues)

Table 36 (continued)

Satisfaction Item	<i>Do not</i>		<i>Somewhat</i>		<i>Agree</i>		<i>Very Much</i>		<i>Completely</i>		<i>Total</i>	
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
There is an increase in feelings of safety or security at school as a result of the Conference	0	(0.0)	2	(18.2)	2	(18.2)	6	(54.5)	1	(9.1)	11	(100.0)

(table continues)

Table 36 (continued)

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The referred student was held accountable for his or her actions	0	(0.0)	2	(18.2)	0	(0.0)	4	(36.4)	5	(45.5)	11	(100.0)
The referred student benefited in a positive way as a result of the Conference	0	(0.0)	2	(18.2)	1	(9.1)	6	(54.5)	2	(18.2)	11	(100.0)

(table continues)

Table 36 (continued)

Satisfaction Item	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The referred student's behaviours have changed as a result of participation in the Conference	0	(0.0)	2	(22.2)	3	(33.3)	3	(33.3)	1	(11.1)	9	(100.0)
<i>(table continues)</i>												

Table 36 (continued)

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I would recommend												
this process to												
others in a similar												
situation	0	(0.0)	1	(9.1)	0	(0.0)	1	(9.1)	9	(81.8)	11	(100.0)
<i>(table continues)</i>												

Table 36 (continued)

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Satisfaction Item	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
If faced with a												
similar situation, I												
would consider												
making another												
referral to a												
Community												
Conference	0	(0.0)	1	(9.1)	0	(0.0)	1	(9.1)	9	(81.8)	11	(100.0)

Table 37

Survey 1: Referring Agent

Part C: Common Statements Made by Referring Agents to Community Conferences

	<i>Do not</i>		<i>Somewhat</i>		<i>Agree</i>		<i>Very Much</i>		<i>Completely</i>		<i>Total</i>	
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>			
Statement	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Conferencing												
provided me with												
another avenue in												
which to address												
school												
misconduct	0	(0.0)	0	(0.0)	0	(0.0)	1	(9.1)	10	(90.9)	11	(100.0)

(table continues)

Table 37 (continued)

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Statement	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Referring this situation to an outside agency was difficult for me	9	(81.8)	0	(0.0)	0	(0.0)	2	(18.2)	0	(0.0)	11	(100.0)
I now have a better understanding of why the offense was committed	5	(50.0)	1	(10.0)	1	(10.0)	2	(20.0)	1	(10.0)	10	(100.0)

(table continues)

Table 37 (continued)

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Statement	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The Offender/Harmer was sincere in his or her participation	0	(0.0)	1	(9.1)	3	(27.3)	6	(54.5)	1	(9.1)	11	(100.0)
The Victim/Harmed was sincere in his or her participation	0	(0.0)	1	(9.1)	2	(18.2)	1	(9.1)	7	(63.6)	11	(100.0)

(table continues)

Table 37 (continued)

Statement	<i>Do not</i>		<i>Somewhat</i>		<i>Agree</i>		<i>Very Much</i>		<i>Completely</i>		<i>Total</i>	
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Conferencing is												
more responsive to												
the needs of												
students	0	(0.0)	0	(0.0)	1	(9.1)	5	(45.5)	5	(45.5)	11	(100.0)

(table continues)

Table 37 (continued)

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Statement	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The needs of the people involved were met through the Conference process	0	(0.0)	1	(9.1)	2	(18.2)	3	(27.3)	5	(45.5)	11	(100.0)

Survey 2: Referring Agent Satisfaction levels. As mentioned above in Table 7, only 14.3% (n = 10) of participants who completed Survey 2 were in the role of Referring Agent. When broken down by subclass this included 20.0% (n = 2) leadership services, 60.0% (n = 6) principals, and 20.0% (n = 2) assistant principals.

For Survey 2, Table 35 includes the results of Part A of the survey, *General Information* where 100.0% (n= 10) of referring agent's were *very motivated* to refer this student to a Community Conference.

For Part B, *Changes/Outcomes of the Conference*, Table 38 shows that 60.0% (n = 6) of referring agents reported that they *completely agree* that if faced with a similar situation they would consider making another referral to a Community Conference and 50.0% (n = 5) *completely agree* that the referred student was held accountable for his or her actions *and* that they would recommend this process to others in a similar situation.

Table 39 demonstrates that similarly to Survey 1, 90.0% (n = 9) of referring agents that responded to Part C, *Common Statements Made by Referring Agents to Community Conferences*, *completely agree* that Conferencing provided them with another avenue in which to address school misconduct with 90.0% (n = 9) reporting they *do not agree at all* that referring this situation to an outside agency was difficult for them. Additionally, 50.0% (n = 5) stated they *completely agree* that Conferencing is more responsive to the needs of students, and 50.0% (n = 5) *very much agree* that both the Victim/Harmed *and* the Offender/Harmer were sincere in their participation.

Table 38

Survey 2: Referring Agent

Part B: Changes/Outcomes of the Conference

	<i>Do not</i>		<i>Somewhat</i>		<i>Agree</i>		<i>Very Much</i>		<i>Completely</i>		<i>Total</i>	
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>			
Statement	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
My thoughts												
regarding the												
value of a												
Conference have												
changed for the												
better	0	(0.0)	3	(30.0)	3	(30.0)	2	(20.0)	2	(20.0)	10	(100.0)

(table continues)

Table 38 (continued)

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Statement	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
There is an increase in feelings of safety or security at school as a result of the Conference	2	(22.2)	1	(11.1)	4	(44.4)	1	(11.1)	1	(11.1)	9	(100.0)

(table continues)

Table 38 (continued)

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Statement	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The referred student was held accountable for his or her actions	0	(0.0)	0	(0.0)	2	(20.0)	3	(30.0)	5	(50.0)	10	(100.0)
The referred student benefited in a positive way as a result of the Conference	0	(0.0)	2	(22.2)	1	(11.1)	2	(22.2)	4	(44.4)	9	(100.0)

(table continues)

Table 38 (continued)

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Statement	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The referred student's behaviours have changed as a result of participation in the Conference	2	(25.0)	1	(12.5)	1	(12.5)	2	(25.0)	2	(25.0)	8	(100.0)

(table continues)

Table 38 (continued)

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Statement	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I would recommend												
this process to												
others in a similar												
situation	0	(0.0)	0	(0.0)	0	(0.0)	5	(50.0)	5	(50.0)	10	(100.0)
<i>(table continues)</i>												

Table 38 (continued)

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Statement	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
If faced with a												
similar situation, I												
would consider												
making another												
referral to a												
Community												
Conference	0	(0.0)	0	(0.0)	0	(0.0)	4	(40.0)	6	(60.0)	10	(100.0)

Table 39

Survey 2: Referring Agent

Part C: Common Statements Made by Referring Agents to Community Conferences

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Statement	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Conferencing												
provided me with												
another avenue in												
which to address												
school												
misconduct	0	(0.0)	0	(0.0)	0	(0.0)	1	(10.0)	9	(90.0)	10	(100.0)

(table continues)

Table 39 (continued)

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Statement	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Referring this situation to an outside agency was difficult for me	9	(90.0)	1	(10.0)	0	(0.0)	0	(0.0)	0	(0.0)	10	(100.0)
I now have a better understanding of why the offense was committed	1	(11.1)	0	(0.0)	3	(33.3)	3	(33.3)	2	(22.2)	9	(100.0)

(table continues)

Table 39 (continued)

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Statement	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The Offender/Harmer was sincere in his or her participation	0	(0.0)	2	(20.0)	2	(20.0)	5	(50.0)	1	(10.0)	10	(100.0)
The Victim/Harmed was sincere in his or her participation	0	(0.0)	2	(20.0)	0	(0.0)	5	(50.0)	3	(30.0)	10	(100.0)

(table continues)

Table 39 (continued)

	<i>Do not</i>		<i>Somewhat</i>				<i>Very Much</i>		<i>Completely</i>			
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Total</i>	
Statement	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Conferencing is												
more responsive to												
the needs of												
students	1	(10.0)	1	(10.0)	1	(10.0)	2	(20.0)	5	(50.0)	10	(100.0)

(table continues)

Table 39 (continued)

	<i>Do not</i>		<i>Somewhat</i>		<i>Agree</i>		<i>Very Much</i>		<i>Completely</i>		<i>Total</i>	
	<i>Agree at all</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>		<i>Agree</i>			
Statement	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The needs of the people involved were met through the Conference process	0	(0.0)	0	(0.0)	3	(30.0)	5	(50.0)	2	(20.0)	10	(100.0)

Survey 1 and 2: Referring Agent Qualitative Responses. Table 40 reports the qualitative data obtained from the Referring Agent's responses to Part E: *Additional Comments*. As with the other roles and surveys, the general nature of this open-ended section led to a great deal of variance among the responses. Each response was categorized within the framework of being a positive response, a negative/neutral response, or a response that is making a recommendation or input for change.

Of the total responses made by those in the role of Referring Agent, 68.6% (n = 35) were positive with the most frequently reported responses included: 11.8% (n = 6) stating that the Conference is a great process; 9.8% (n = 5) indicating that the Conference is a great alternative to conventional strategies; and 7.8% (n = 4) reporting that the Conference was helpful for parents.

The lowest report of the total responses from Referring Agents fell within the category of negative/neutral with only 13.7% (n = 7). The responses in this category varied a great deal and therefore no responses were more frequently reported than others. However, two of the responses related to the Conference process state that the Conference process is more responsive to the needs of the parents than to the needs of the students and that it is a very long process.

Responses that involved some form of a recommendation or input made up 17.6% (n = 9) of the total responses made by Referring Agents. The most frequently reported responses involved 3.5% (n = 2) of Referring Agents stating that when considering a referral, one must look at each individual incident to determine if it is suitable for a Conference *and* that parental participation is critical to the success of the Conference.

Table 40

Survey 1 and 2: Referring Agent Responses

Part E: Additional Comments

	Survey 1			Survey 2				
<i>Positive Responses</i>	*L	*P	*A/P	*L	*P	*A/P	Freq.	%
The Conference is a great process		1	1		3	1	6	(11.8)
The Conference is a great alternative to conventional strategies		1	1	2		1	5	(9.8)
The Conference was helpful for parents		1			3		4	(7.8)
The Conference promotes positive skills in students		1			1		2	(3.9)
The Conference was a success					2		2	(3.9)
The Conference process places a high level of accountability on students		1			1		2	(3.9)
There was follow through on all the conditions of the agreement		1			1		2	(3.9)

(table continues)

Table 40 (continued)

	Survey 1			Survey 2				
<i>Positive Responses</i>	*L	*P	*A/P	*L	*P	*A/P	Freq.	%
I would use this process								
again					1		1	(2.0)
I would highly recommend								
using a Conference to								
others		1					1	(2.0)
I now have a better								
understanding of the								
Conference process				1			1	(2.0)
The Conference process met								
the needs of the students								
involved					1		1	(2.0)
The Conference process								
assists students in reaching								
a better outcome						1	1	(2.0)
The scripted model used in								
the Conference is positive				1			1	(2.0)

(table continues)

Table 40 (continued)

	Survey 1			Survey 2				
<i>Positive Responses</i>	*L	*P	*A/P	*L	*P	*A/P	Freq.	%
The Conference brought 2 different cultural groups closer together				1			1	(2.0)
The parent now has additional supports in the school and community						1	1	(2.0)
The student supporter took an active role in supporting the student offenders					1		1	(2.0)
The facilitation of the Conference was very good					1		1	(2.0)
An expulsion would have been more time consuming					1		1	(2.0)
Total Positive Responses							35	(68.6)

(table continues)

Table 40 (continued)

	Survey 1			Survey 2				
<i>Negative Responses</i>	*L	*P	*A/P	*L	*P	*A/P	Freq.	%
Concerns remain with								
offender's behaviour					1		1	(2.0)
The offender couldn't use his								
own words because his								
mother took over and								
spoke for him					1		1	(2.0)
The Conference process is								
more responsive to the								
needs of the parents than								
to the needs of the								
students		1					1	(2.0)
It was a very long process		1					1	(2.0)
Some participants repeated								
themselves over and over		1					1	(2.0)
One victim seemed more								
sincere than the other		1					1	(2.0)

(table continues)

Table 40 (continued)

	Survey 1			Survey 2				
<i>Recommendations/Input</i>								
<i>Responses</i>	*L	*P	*A/P	*L	*P	*A/P	Freq.	%
Changes must come from the								
home as well		1					1	(2.0)
Conferencing is a good								
process for a narrow set of								
circumstances					1		1	(2.0)
A Conference is used a last								
resort option only					1		1	(2.0)
If it's the first time referring								
to a Conference, the								
principal should be								
prepared by the facilitator					1		1	(2.0)
A sense of remorse or								
uncharacteristic behaviour								
of the student makes an								
appropriate referral to a								
Conference					1		1	(2.0)

(table continues)

Part D: Offense Specific Satisfaction Levels

This section will provide the data resulting from research question #11 which states: What offenses, when referred to a Community Conference, provide higher satisfaction levels?

The following data is based on Part A of the surveys: *Satisfaction levels with various aspects of the Conference* completed by those in the role of Offenders, Victims, and Community. Those in the role of Referring Agent are not included as the survey they completed did not ask for their satisfaction levels based on various aspects of the Conference. Additionally, it is important to note that those in the role of Community and Victim responded to all 13 questions in Part A. However, those in the role of Offenders/Harmers were not asked questions 10 and 11 and therefore responded to 11 of the 13 questions.

This survey consisted of a five point Likert scale ranging from Not at all Satisfied to Extremely Satisfied. For the purposes of this table, the researcher has combined the five responses into two responses: Not Satisfied and Satisfied. Not Satisfied includes the responses of Not at all Satisfied and Somewhat Satisfied while Satisfied includes the responses of Satisfied, Very Satisfied, and Extremely Satisfied.

The offenses involved in this research include Physical Assault, Possession of a Weapon, Harassment/Bullying, and Theft. For Survey 1 participants involved in the Conference based on the offenses of Harassment/Bullying (42%) and Physical Assault (39%) have the highest percentage of the total offenses, followed by Theft (13%) and Possession of Weapon (6%). Similarly, Survey 2 shows that Harassment/Bullying (37%)

and Physical Assault (40%) have the highest percentage of the total offenses followed by Theft (16%) and Possession of a Weapon (7%).

For both Survey 1 and Survey 2, those offenses where participants reported being 100% Satisfied most frequently included: Possession of a Weapon (41%) and Theft (39%) followed by Physical Assault (11%) and Harassment/Bullying (9%). However, it must be clarified that as mentioned earlier, the number of participants involved in Conferences based on the offenses of Possession of a Weapon (6%) and Theft (13%) are substantially lower than those involved based on the offenses of Physical Assault (42%) and Harassment/Bullying (39%). Therefore, it was decided that bar graphs characterize a much more accurate representation of satisfaction levels based on offense.

Figures 1 to 13 illustrate that for all four offenses, for all 13 questions, and for both Survey 1 and Survey 2, a minimum of 75% ranging up to 100% of participants reported being *Satisfied* except in a single case: Question #11 – *Holding the offender/harmer accountable* where only 56% of participants involved in a Conference for the offense of Theft reported being satisfied (see Figure 11).

In fact, the responses to question #11 regarding offender accountability for all four offenses make up the lowest number of reported satisfaction for Survey 2: Physical Assault (86%), Possession of a Weapon (75%), Harassment Bullying (79%), and Theft (56%) reports of satisfaction (see Figure 11).

Remarkably, in consideration of question 1: *The location of the Conference*, all participants in respect to *all* four offenses reported being 100% satisfied in Survey 2 (see Figure 1). Additionally, participant responses to question 9: *Feeling safe in the Conference*, demonstrate that except for 5% of participants in relation to a

Harassment/Bullying offense, 100% report being Satisfied in Survey 1 and Survey 2 (see Figure 9).

Furthermore, Figures 1 to 13 demonstrate that the reported satisfaction levels remained the same or increased from Survey 1 (immediately following the Conference) to Survey 2 (4 weeks after the completion of the Conference) in the majority of the cases. In fact, of the 52 possible reports of satisfaction (13 questions multiplied by 4 offenses = 52) 81% (n = 42) of participants reported satisfaction levels the same or higher in Survey 2 and only 19% (n = 10) of participants reported a decrease in satisfaction levels from Survey 1 to Survey 2.

Figure1

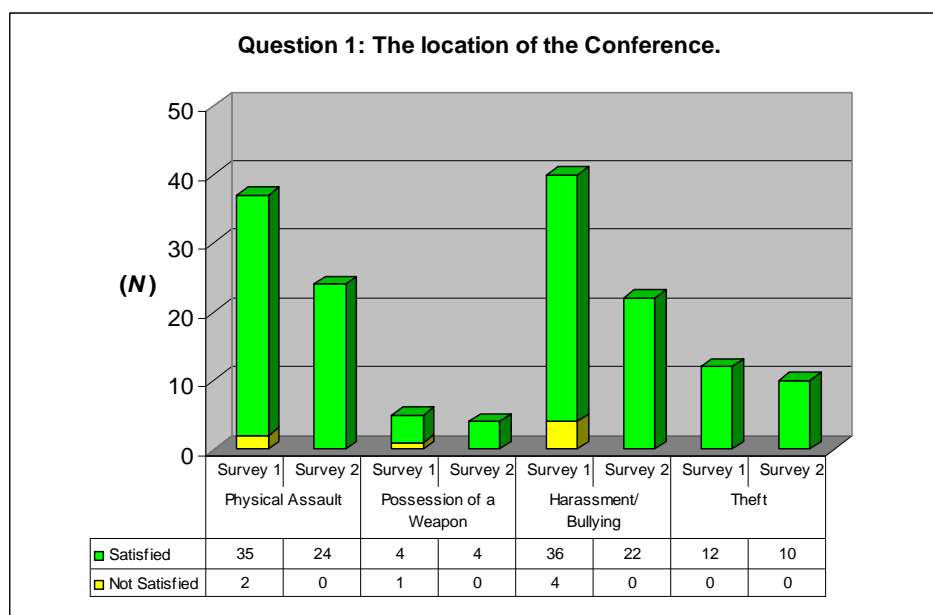


Figure 2

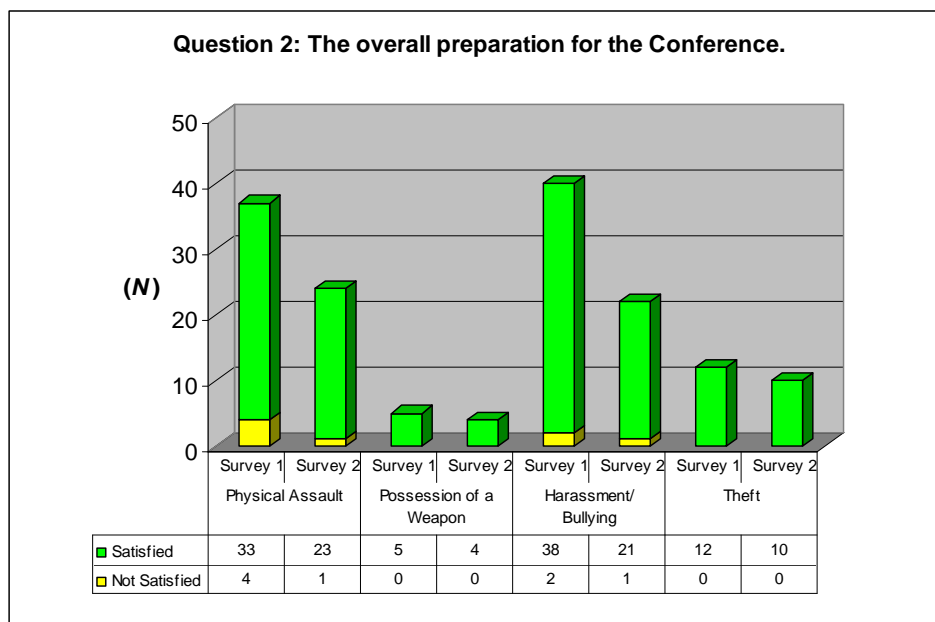


Figure 3

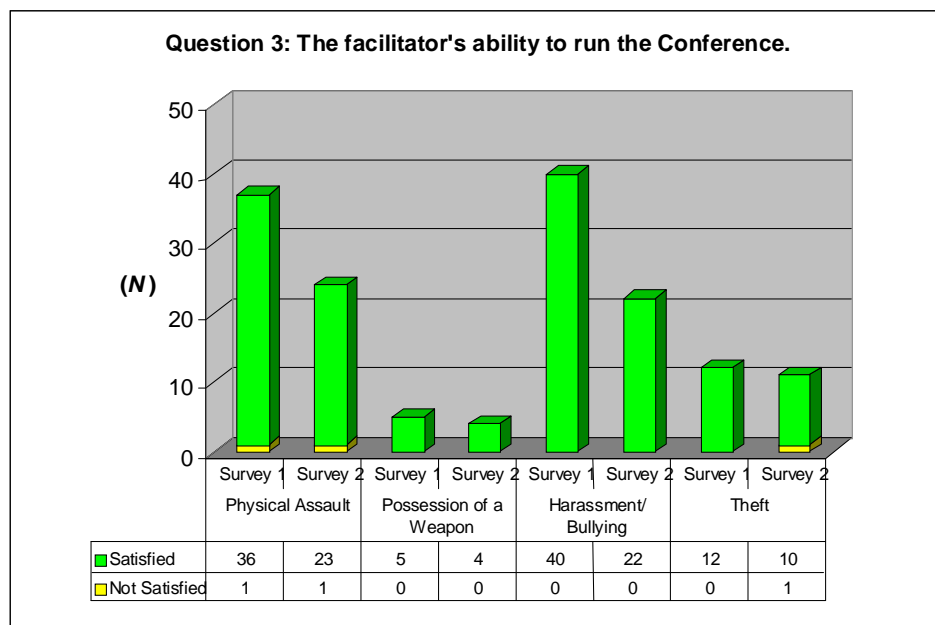


Figure 4

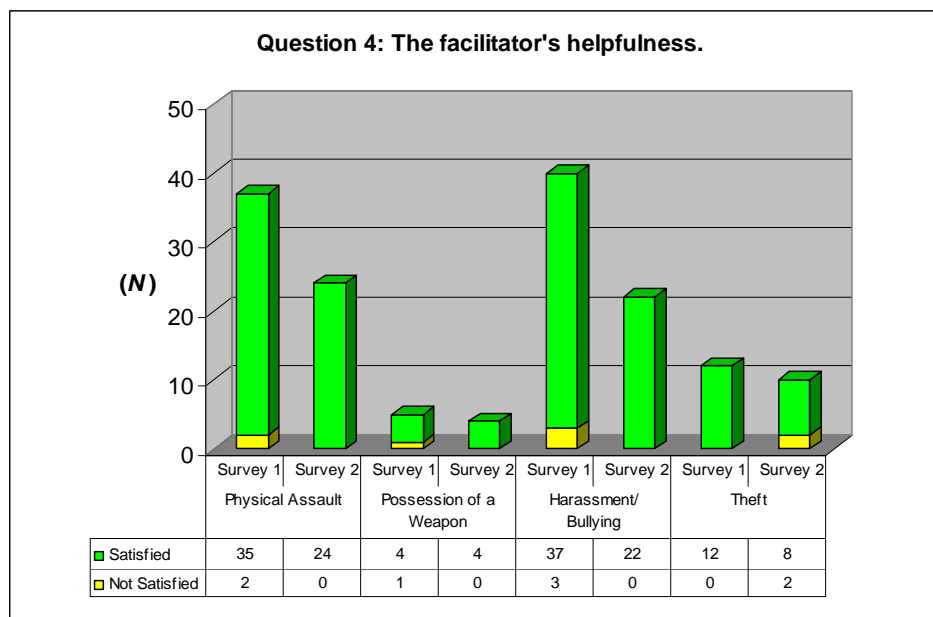


Figure 5

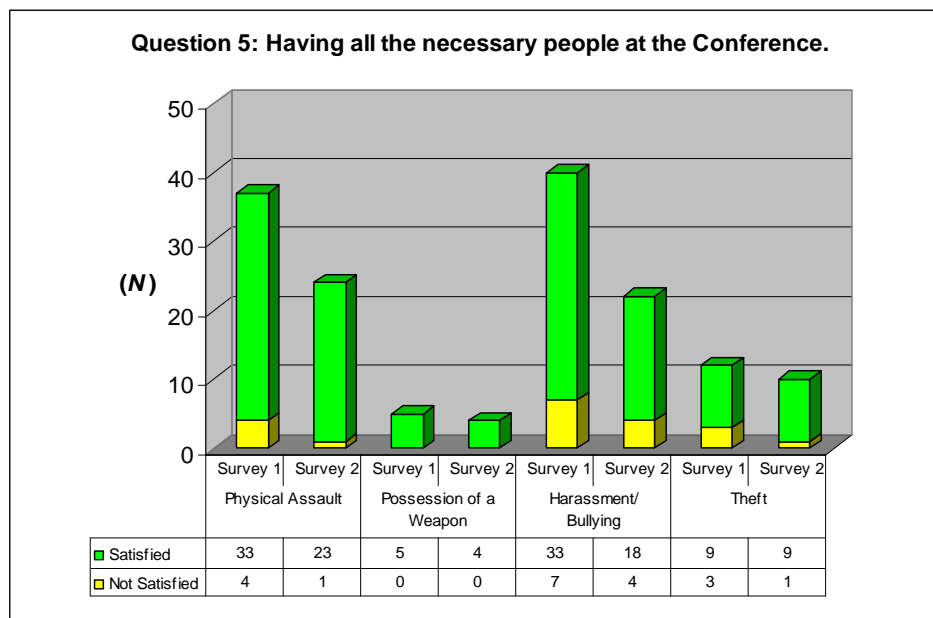


Figure 6

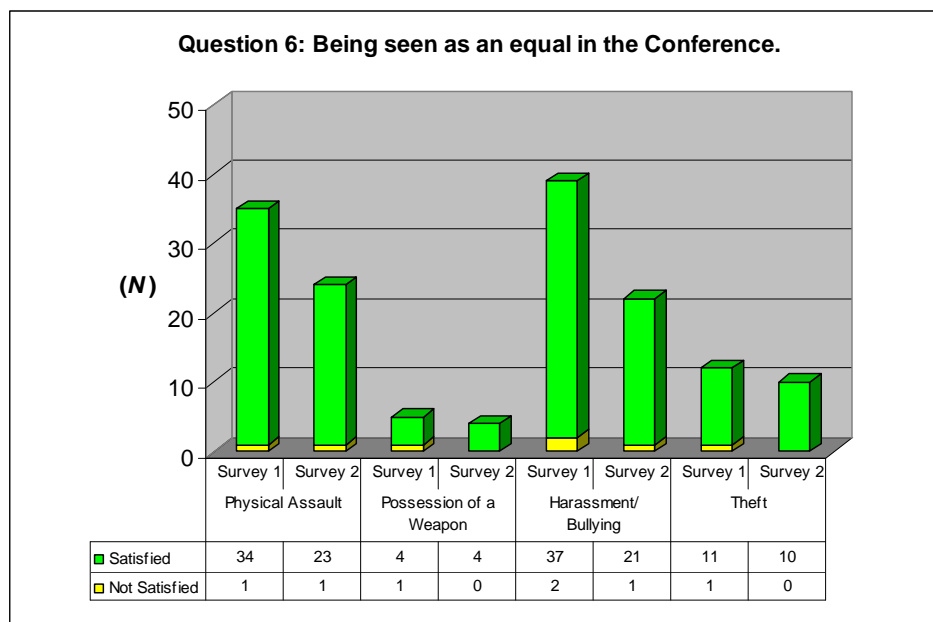


Figure7

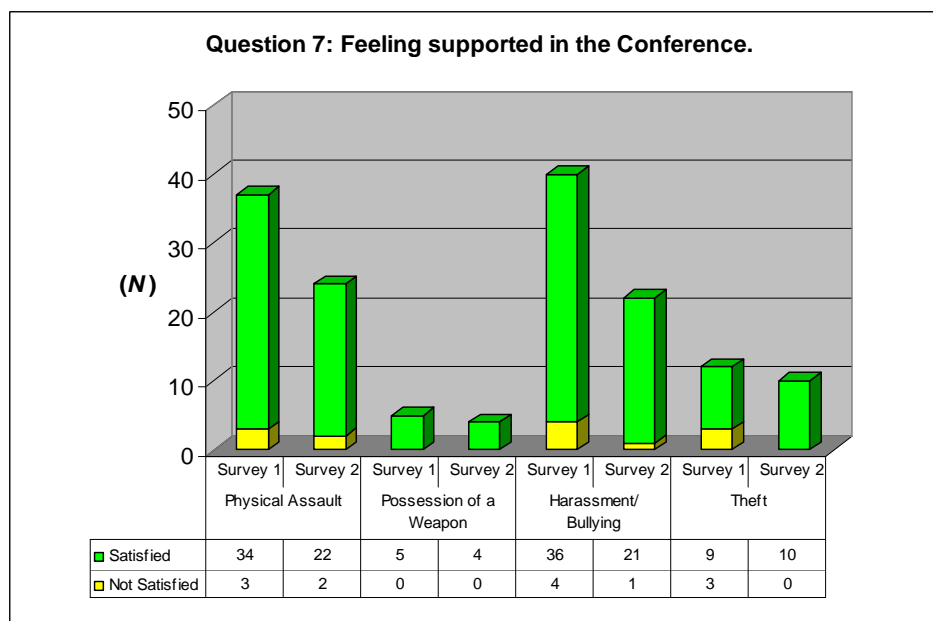


Figure 8

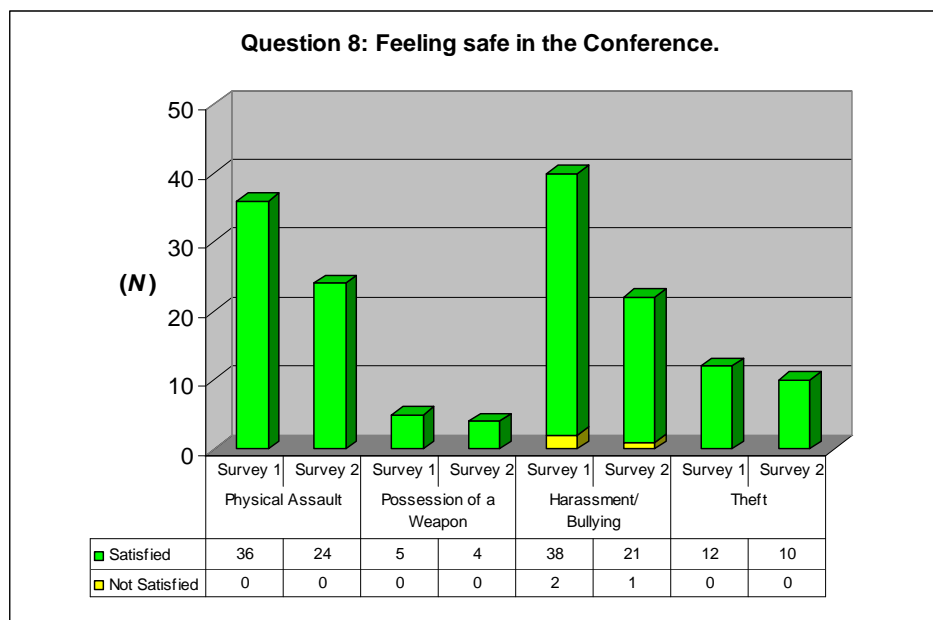


Figure 9

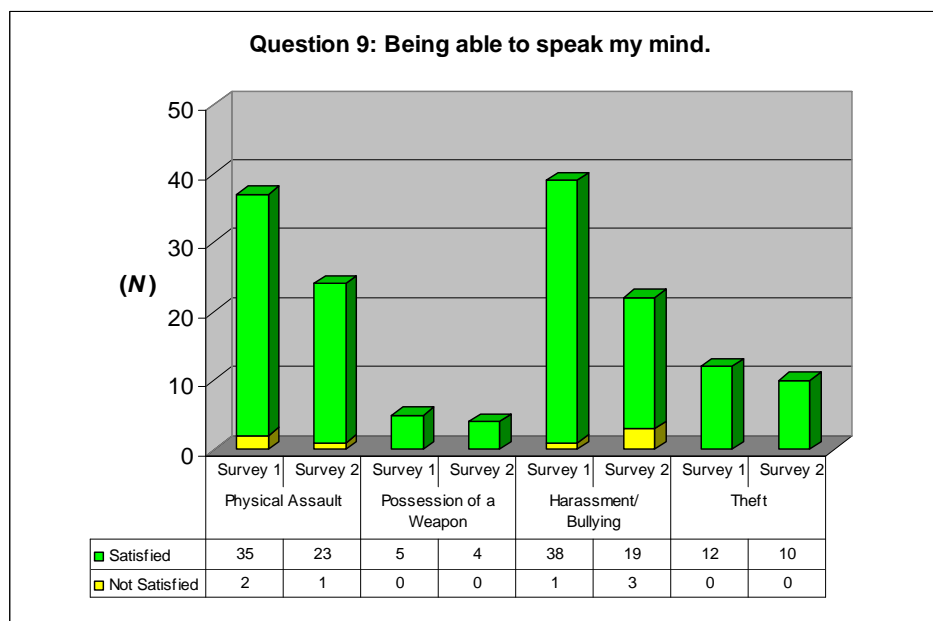


Figure 10

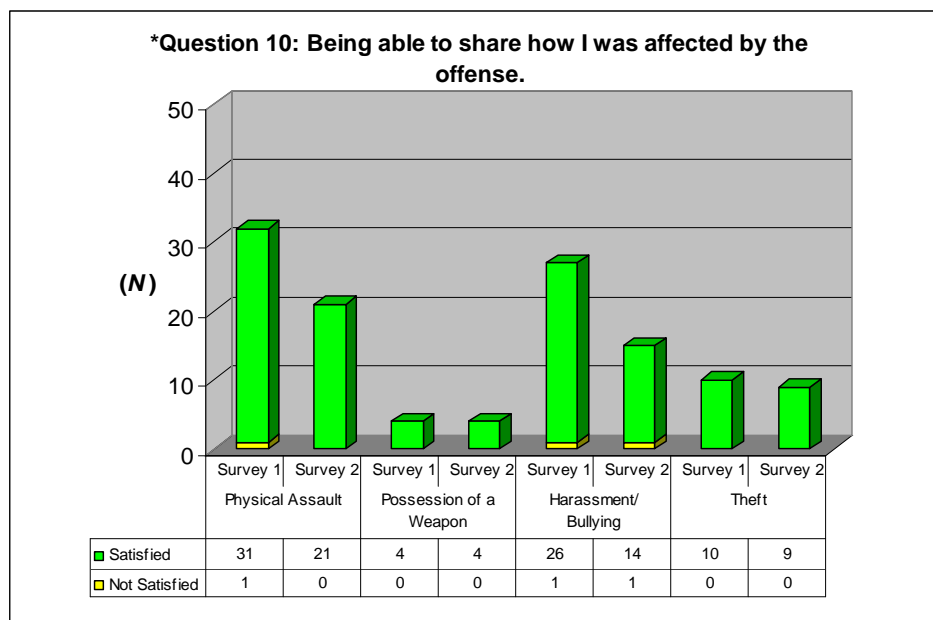


Figure 11

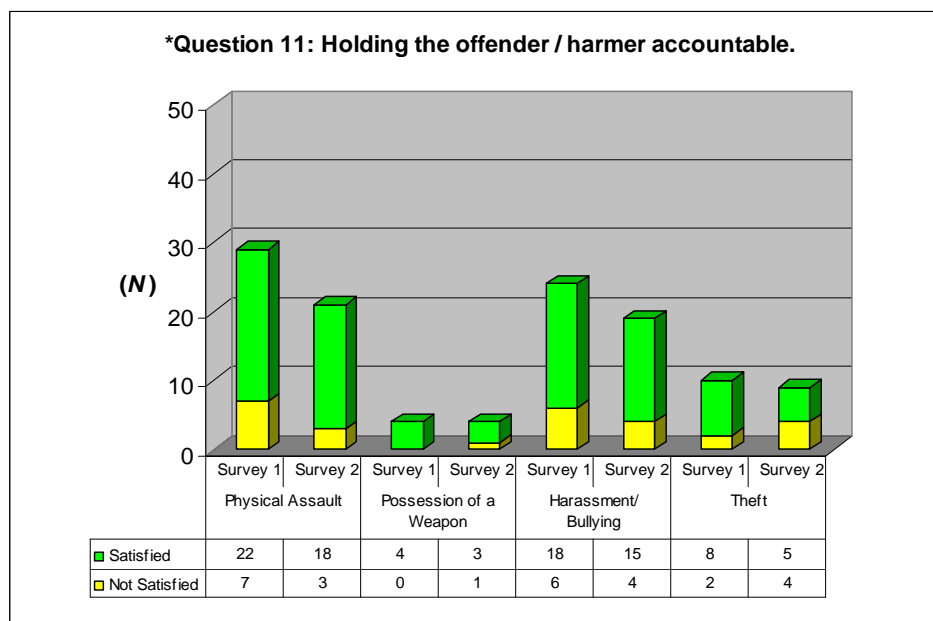


Figure 12

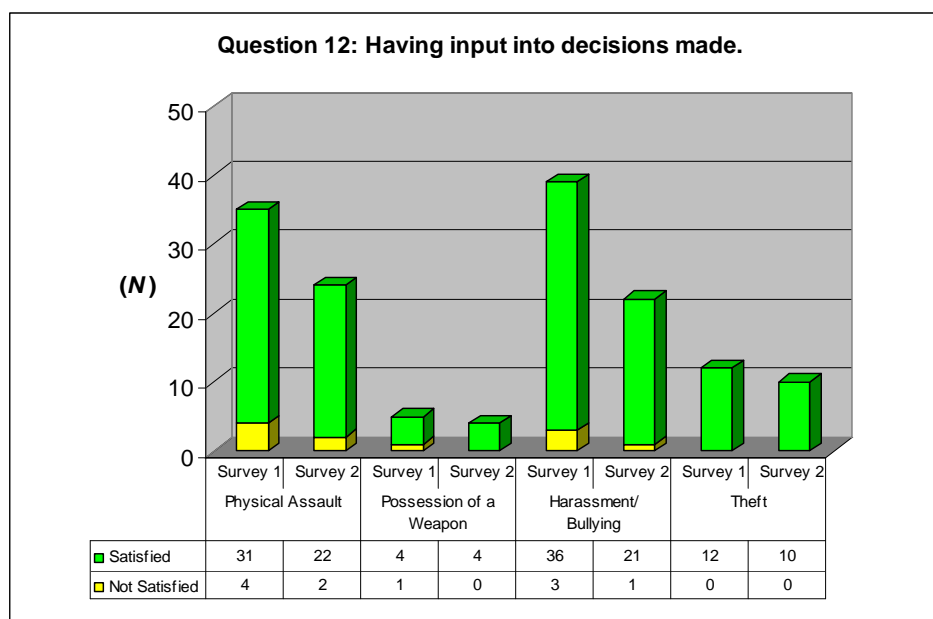
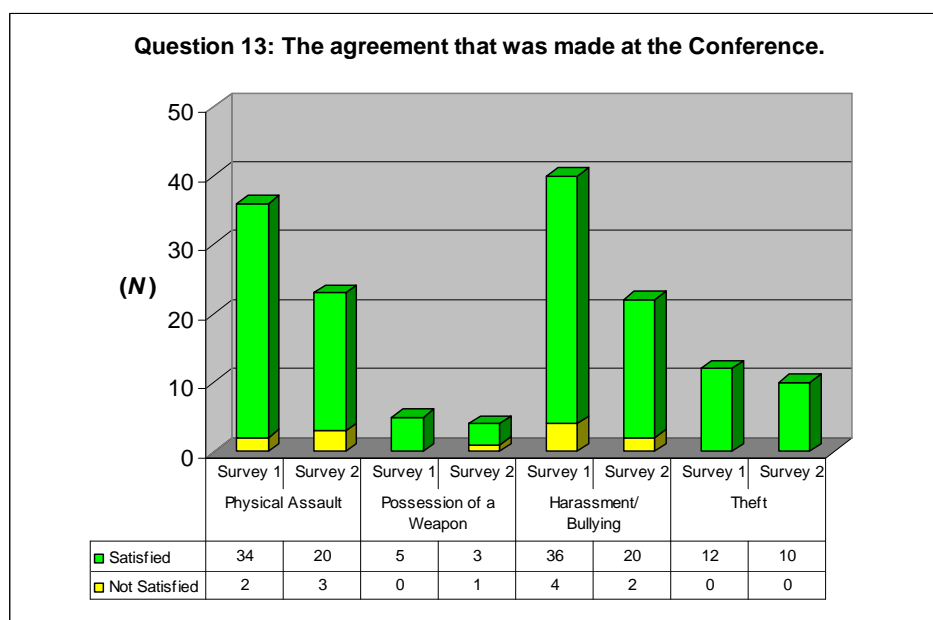


Figure 13



Part E: Restoration Agreements

This section will address the percentage of Conferences that reached restoration agreements at the end of the Conference and the types of restoration agreements that were reached through a Community Conference.

Percentage of conferences that reached restoration agreements. 100% of the Conferences conducted (n = 12) reached some type of restoration agreement at the end of the Conference.

Types of restoration agreements. This section will provide the data in response to research question seven and the types of restoration agreements reached via Community Conference. The restoration agreements reached at the end of the 12 Community Conferences included 40 various conditions. The most frequently utilized conditions included 15% (n = 6) requiring student(s) to treat others (or each other) with respect, 12.5% (n = 5) to use school staff for support when needed, and 10.0% (n = 4) for an apology to be made (see Table 41 for a complete list of conditions and their frequency).

Table 41

Types and Frequency of Conditions included in Restoration Agreements

Conditions	<i>N</i>	(%)
Treat others (each other) with respect	6	(15.0)
Use school staff for support when needed	5	(12.5)
Apology to be made (or made in CC)	4	(10.0)
X hours of community service work	2	(5.0)
Use of Behavior Assistance Program	2	(5.0)
Attend follow-up meeting to discuss learnings	2	(5.0)
Focus on academics	2	(5.0)
Reinstated to school	1	(2.5)
<i>(table continues)</i>		

Table 41 (*continued*)

Types and Frequency of Conditions included in Restoration Agreements

Conditions	<i>N</i>	(%)
Financial pay back to the victim	1	(2.5)
School restrictions	1	(2.5)
Referral to a specialist	1	(2.5)
Close supervision	1	(2.5)
Zero tolerance for touching others	1	(2.5)
Permission from parent to share info with other concerned parents	1	(2.5)
Work on group project together	1	(2.5)
Stop rumours, gossip, and threats	1	(2.5)
Classroom meeting to discuss classroom behaviour and discipline procedures	1	(2.5)
Invite a class presenter	1	(2.5)
Act as role models/student leaders in school	1	(2.5)
Volunteer with school and community activities	1	(2.5)
Ongoing monthly communication with family	1	(2.5)
Obtain counselling services	1	(2.5)
Rearrange seating plan	1	(2.5)
Use of a journal	1	(2.5)
Total conditions	40	(100.0)

Part F: Fulfillment of Conditions within Restoration Agreements

This section will address research question eight and the percentage of students involved that fulfilled the requirements of the restoration agreement. A total of 30 students were involved in the 12 Community Conferences held within the period of data collection. The Restorative Justice Coordinator with the Alberta Conflict Transformation Society conducted follow-up contact with each of the referring agents regarding the student's fulfillment of the conditions laid out within the restoration agreements.

Table 42 indicates that 43.3% (n = 13) of student offenders fulfilled all of the conditions of the restoration agreement, with only 3.3% (n = 1) fulfilling none of the conditions.

Table 42

Fulfillment of Conditions within Restoration Agreement

Likert Scale	<i>N</i>	(%)
All of the conditions	13	(43.3)
Most of the conditions	6	(20.0)
Some of the Conditions	9	(30.0)
None of the Conditions	1	(3.3)
Total	29	(96.7)
*Information not obtained	1	(3.3)
Total students involved	30	(100.0)

* Contact was not able to be made with referring agent

Part G: Rates of Recidivism

This section will speak to the results of research question nine that involved an examination of the percentage of students involved in a Community Conference that re-offend; both in the same offense and/or in a different offense. Information for this section was also obtained from the Restorative Justice Coordinator with the Alberta Conflict Transformation Society who conducted follow-up contact with the referring agents involved in each Community Conference.

Table 43 illustrates that of the 30 students involved in a Community Conference, 33.3% (n = 10) re-offended in the same type of offense, while 13.3% (n = 4) re-offended in a different offense.

Table 43

Rates of Recidivism

	<i>N</i>	(%)	<i>N</i>	(%)
	Same offense		Different offense	
Yes	10	(33.3)	4	(13.3)
No	19	(63.3)	25	(83.3)
Total	29	(96.7)	29	(96.7)
*Information not obtained	1	(3.3)	1	(3.3)
Total Students involved	30	(100.0)	30	(100.0)

* Student did not return to school

Part H: Effects on Suspension and Expulsion Rates

Research question ten is related to the impact of the implementation of a Community Conferencing pilot project on suspension rates and expulsion rates. As noted in Table 43, the school division implemented this program in the 2002-03 school year.

With respect to suspension rates, Table 44 shows a yearly increase in suspension rates from the 1991-92 school year (2.75%) all the way until the 2003-04 school year (11.50%). Upon implementation of the Community Conferencing pilot project in the 2002-03 school year, there is a slight increase in the first 2 school years of the pilot project, where rates increased from 10.24% in the previous 2001-02 school year to 11.50% in the 2003-04 school year. However, this was followed by a slight decline in 2004-05 returning to a rate of 10.26%. This was then followed by a further decline in 2005-06 to 9.89%.

Similarly to suspension rates, Table 44 shows a yearly increase in expulsion rates from the 1991-92 school year (0.00%) to the 2004-05 school year (.34%). The 2005-06 school year shows the first decline in expulsion rates, moving to a rate of .31%. As is noted, finalized numbers and rates for the 2006-07 school year are not yet available.

Table 44

Suspension and Expulsion Rates

Year	Enrolment	Total Suspensions		Total Expulsions	
		Number	Rate (%)	Number	Rate (%)
1991-92	78,179	2,151	2.75	2	0.00
1992-93	79,044	2,812	3.56	19	0.02
1993-94	78,870	3,763	4.77	30	0.04

(table continues)

Table 44 (*continued*)

Year	Enrolment	Total Suspensions		Total Expulsions	
		Number	Rate (%)	Number	Rate (%)
1994-95	76,356	4,087	5.35	16	0.02
1995-96	76,580	6,196	8.09	26	0.03
1996-97	77,093	7,074	9.18	68	0.09
1997-98	77,969	6,543	8.39	95	0.12
1998-99	78,896	7,417	9.40	162	0.21
1999-2000	80,368	7,551	9.40	195	0.24
2000-01	80,813	8,592	10.63	189	0.23
*2001-02	81,537	8,351	10.24	214	0.26
**2002-03	82,010	9,542	11.64	237	0.29
2003-04	81,378	9,358	11.50	238	0.29
2004-05	80,020	8,214	10.26	272	0.34
2005-06	79,016	7,814	9.89	241	0.31
***2006-07	80,263	-	-	-	-

* shortened school year due to 13 day labour stoppage

** school year in which Community Conferencing program began pilot in school division

*** numbers will not be finalized until June 2007

Chi-Square Analyses

Chi-square tests for independence (Spearman r) were conducted to examine differences between demographic variables (i.e., age; gender; ethnicity; and grade) and offense committed as well as with all Likert scale questions regarding various aspects of

the Conference. Several analyses were significant ($p < .05$), but had expected frequency cell counts of less than five. Therefore, they are ineligible for reporting purposes.

Significant trends noted will be discussed further in Chapter 5.

This concludes a reporting of all the results of this study. Chapter 5 will provide a summary of these results, discuss the implications as well as important trends to be noted, provide the strengths and limitations of this study, and offer suggestions for future research.

CHAPTER 5

DISCUSSION

This research has examined the effectiveness of an existing restorative justice program in the Edmonton Public School Division. Ultimately, the intention of this study was to evaluate the effectiveness of a school-based Community Conferencing program by gathering data about students referred to a Community Conference and the satisfaction levels of the various participants involved in a Community Conference after an act of misconduct or violence. Additionally, the effects on suspension and expulsion rates, the rates of recidivism, the types and follow through of restoration agreements made, and the offenses that respond best to Community Conferences were examined. This chapter provides a summary of the results, discusses the implications of the findings as well as important trends to be noted, provides the strengths and limitations of this study, and offers suggestions for future research.

Results Summary

Part A: General information

This section will summarize the age, gender, ethnicity, school grade, and offense committed collected for students who were involved in a Community Conference in the role of either victim or offender. Data collected for both Survey 1 and Survey 2 will be reported.

The ages for the 38 students who completed surveys ranged from 9 years old to 18 years old with a mean age of 12.96 for Survey 1 and 12.79 for Survey 2. Of the total students who completed both surveys, 57.9 % (n = 22) were male and 42.1 % (n = 16) were female. Of those students, 81.6% (n = 31) were Caucasian, 10.5% (n = 4) were

Aboriginal, and 7.9% (n = 3) were Asian. The school grades of the students involved ranged from grade 4 to grade 12 with a mean grade 7.79 for Survey 1 and 7.71 for Survey 2. For both surveys, the median grade is grade 8 with grade 9 representing the most frequently involved students, with 39.5% (n = 15) of the total involved students.

These students were referred to a Community Conference based on their engagement in the following offenses: 36.8% (n = 14) students completed surveys regarding their involvement in a physical assault, 2.6% (n = 1) regarding the possession of a weapon, 52.6% (n = 20) regarding some form of non-physical bullying or harassment (including name-calling, rumors, gossip), and 7.9% (n = 3) regarding a theft.

Interestingly, male offenders most frequently participated in a Community Conference based on the offense of Physical Assault, representing 57.1% (n = 8) in Survey 1 and 75.0% (n = 6) in Survey 2 while females offenders most frequently participated based on the offense of Harassment/Bullying, with 90.0% (n = 9) in Survey 1 and 100.0% (n = 6) in Survey 2.

Part B: Role of Participants

Four major roles of participants exist in a Community Conference: Offenders/Harmers; Victims/Harmed; Community/Support People which includes parent/guardian, supporter, community member, school staff/representative; and the Referring Agent which includes leadership services, principal, or assistant principal. Survey 1 was completed immediately following the Conference and Survey 2 was completed via telephone contact 4 weeks after the completion of the Conference.

Of the 105 participants that completed Survey 1, 20.0% (n = 21) were in the role of Offenders/Harmers, 13.3% (n = 14) were in the role of Victims/Harmed, 56.2% (n =

59) were Community Members/Supporters, and 10.5% (n = 11) were Referring Agents. Of the 70 participants that completed Survey 2, 15.7% (n = 11) were in the role of Offender/Harmer, 8.6% (n = 6) were Victim/Harmed, 61.4% (n = 43) were Community Members/Support People, and 14.3% (n = 10) were Referring Agents (see Table 6).

Part C: Role Specific Satisfaction Levels

Offender/Harmer Responses

Survey 1. For Part A, *Satisfaction levels with various aspects of the Conference*, the most commonly reported responses include: 52.6% (n = 10) were *satisfied* with being seen as equal; 52.4% (n = 11) were *very satisfied* with the facilitator's ability to run the Conference; and 42.9% (n = 9) were *very satisfied* with having all the necessary people at the Conference *and* being able to speak their mind. For Part B, *Most important aspects of the Conference*, the most commonly reported responses include: 64.7% (n = 11) of offenders felt it was *very important* to feel that they were part of the process; 47.6% (n = 10) felt it was *extremely important* to remain in school; and 47.4% (n = 9) felt it was *important* to pay the victim back. For Part C, *Personal Changes*, the most commonly reported responses include: 45.0% (n = 9) of offenders *very much agree* that they now have a better understanding of how the offense affected the Victim/Harmed; 40.0% (n = 8) stated they *very much agree* they have benefited from participation in the Conference *and* have a sense of closure as a result of the Conference; and 35.0% (n = 7) *agree* they have a better understanding of the consequences of their actions *and* have grown, matured or changed as a result of the Conference. For Part D, *Experiences of the Conference by the Offender/Harmer*, the most commonly reported responses include: 57.9% (n = 11) of offenders *do not agree at all* that the Conference was a joke; 42.1% (n

= 8) *very much agree* that Conferencing makes the justice system more responsive to their needs as a human being; and 38.9% (n = 7) *agree* that Conferencing allowed them to share their point of view about the offense.

Survey 2. For Part A, Satisfaction levels with various aspects of the Conference, offender/harmers' most commonly reported responses include: 63.6% (n = 7) were *extremely satisfied* with being able to speak their mind; 54.5% (n = 6) were *extremely satisfied* with feeling safe in the Conference; and 54.5% (n = 6) were *very satisfied* the overall preparation for the Conference. For Part B, the *Most Important Aspects of the Conference*, the most commonly reported responses include: 81.8% (n = 9) of offenders felt it was *extremely important* to be able to apologize to the victim for what was done; 63.6% (n = 7) felt it was *extremely important* to be able to apologize to family and/or friends; and 54.5% (n = 6) felt it was *extremely important* to be able to remain in school. For Part C: *Personal Changes*, the most commonly reported responses include: 54.5% (n = 7) *agree* that they now have a better understanding of how the offense affected the Victim/Harmed *and* that they now have a better understanding of the consequences of their actions; 45.5% (n = 5) stated they *completely agree* that relationships in their life have been restored or improved as a result of the Conference; and 45.5% (n = 5) *agree* that they have grown, matured, or changed as a result of the Conference. For Part D, *Experiences of the Conference by the Offender/Harmer*, the most commonly reported responses include: 90.9% (n = 10) of offenders *do not agree at all* that the Conference was a joke; 63.6% (n = 7) *do not agree at all* that the victim was not sincere in his or her participation; 63.6% (n = 7) *completely agree* that they can now put this behind them and move forward with their life; and 54.5% (n = 6) *completely agree* that they feel remorse

and regret for the offense they committed.

The qualitative data collected from those in the role of Offender/Harmer resulting from Part E: *Additional Comments*, combines Survey 1 and 2 and is categorized within the framework of being a positive response, a negative/neutral response, or a response that is making a recommendation or input for changes. While 35.0% of the total responses (n = 7) were positive, 60.0% (n = 12) of the total responses fell within the category of negative/neutral. The most frequently reported negative/neutral response made up 10.0% (n = 2) of total responses and stated that there was too much focus on the past instead of moving on to solutions. Only 5.0% (n = 1) of the total responses involved a recommendation or input for change.

Victim/Harmed Responses

Survey 1. For Part A, *Satisfaction levels with various aspects of the Conference*, the most commonly reported responses by those in the role of Victim/Harmed include: 78.6% (n = 11) were *extremely satisfied* with feeling safe in the Conference; 69.2% (n = 10) were *extremely satisfied* with being seen as an equal; and 64.3% (n = 9) were *extremely satisfied* with being able to share how they were affected by the offense. In respect to Part B, the *Most Important Aspects of the Conference*, the most commonly reported responses include: 58.3% (n = 7) of victims felt it was *very important* to tell the offender how the offense affected them; 53.8% (n = 7) felt it was *extremely important* to feel they were part of the process; and 41.7% (n = 5) felt it was *extremely important* to feel they had some input into the Conference outcome. For Part C, *Personal Changes*, the most commonly reported responses include: 50.0% (n = 6) *agree* that they experienced a positive change in thoughts or beliefs about the Offender/Harmer; 46.2% (n = 6) stated

they *agree* they have experienced a sense of closure as a result of this Conference *and* that they have learned things about themselves as a result of this Conference. For Part D, *Experiences of the Conference by the Victim/Harmed*, the most commonly reported responses include: 84.6% (n = 11) of victims *completely agree* that they have no desire for revenge at this point; 46.2% (n = 6) *agree* that they now have a better understanding of why the offense was committed against them; and 46.2% (n = 6) *do not agree at all* that the offender participated only to avoid an expulsion or criminal record *nor* that the Offender/Harmer was not sincere in his or her participation.

Survey 2. Part A, Satisfaction levels with various aspects of the Conference, the most commonly reported responses by those in the role of Victim/Harmed include: 83.3% (n = 5) were *very satisfied* with having all the necessary people at the Conference; 66.7% (n = 4) were *extremely satisfied* with being able to speak their mind; and similarly to Survey 1, 66.7% (n = 4) were *very satisfied* with being able to share how they were affected by the offense. For Part B, the *Most Important Aspects of the Conference*, the most commonly reported responses include: similarly to Survey 1, 66.7% (n = 4) of those in the role of Victim/Harmed felt it was *extremely important* to tell the offender how the offense affected them; 50.0% (n = 3) felt it was *extremely important* to feel they had some input into the Conference outcome *and* to have the offender say that he or she is sorry. For Part C, *Personal Changes*, the most commonly reported responses include: 50.0% (n = 3) *agree* that they learned things about themselves; similarly to Survey 1, 33.3% (n = 2) stated they *completely agree* they have experienced a sense of closure as a result of this Conference; and 33.3% (n = 2) reported that they *very much agree* that they have experienced a positive change in feelings toward the Offender/Harmer. For Part D,

Experiences of the Conference by the Victim/Harmed, the most commonly reported responses include: 66.7% (n = 4) of victims *very much agree* that Conferencing makes the justice process more responsive to their needs as a human being; 60.0% (n = 3) *agree* with both the statements that Conferencing allowed them to participate more fully in the justice system *and* that this Conference process increased the level of school safety; and 50% (n = 3) *very much agree* that Conferencing allowed them to express their feelings about being victimized.

The qualitative data collected from those in the role of Victim/Harmed resulting from Part E: *Additional Comments*, combines Survey 1 and 2 and is categorized within the framework of being a positive response, a negative/neutral response, or a response that is making a recommendation or input for changes. Of the total responses, 40.0% (n = 10) were positive with the most frequently reported response (8.0%) being that the offender is following the agreement. Slightly less than half or 48.0% (n = 12) of the total responses fell within the category of negative/neutral responses with the most frequently reported responses including: 12.0% (n = 3) that the offender did not show remorse and 8.0% (n = 2) indicating that the Conference didn't change the offender's behaviour or connect the offender with the needed services. Lastly, 12.0% (n = 3) of responses involved some form of a recommendation or input for change.

Community Members/Supporters Responses

Survey 1. Community Members/Supporters included 59.3% (n = 35) parents/guardians, 8.5% (n = 5) supporters, 8.5% (n = 5) community members, 20.3% (n = 12) school staff/representatives, and 3.4% (n = 2) students. For Part A, *Satisfaction levels with various aspects of the Conference*, the most commonly reported responses by

those in the role of Community include: 49.2% (n = 29) were *extremely satisfied* with feeling safe in the Conference; 45.8% (n = 27) were *extremely satisfied* being able to speak their mind; and 44.1% (n = 26) were *extremely satisfied* with being able to share how they were affected by the offense. For Part B, the *Most Important Aspects of the Conference*, the most commonly reported responses include: 55.9% (n = 33) of those in the role of community felt it was *extremely important* to ensure the person they care for is supported in the process *and* to see that the participants got the help they needed; and 40.7% (n = 24) felt it was *extremely important* to have the offender say he or she is sorry. For Part C, *Personal Changes*, the most commonly reported responses by community participants include: 37.0% (n = 20) *agree* that they now feel a sense of closure as a result of this Conference; 36.4% (n = 20) stated they *agree* they have benefited personally as a result of this Conference; and 36.2% (n = 21) *agree* that they have experienced an increase in feelings of safety and security as a result of this Conference. For Part D, *Experiences of the Conference by the Community/Support People*, the most commonly reported responses include: 37.0% (n = 20) *agree* that they now have a better understanding of why the offense was committed; 35.2% (n = 19) *completely agree* that Conferencing makes the justice process more responsive to the needs of human beings; and 34.0% (n = 18) *agree* Conferencing allowed them to participate more fully in the justice system.

Survey 2. Community Members/Supporters included 53.5% (n = 23) parents/guardians, 7.0% (n = 3) supporters, 7.0% (n = 3) community members, 23.3% (n = 10) school staff/representatives, and 9.3% (n = 4) students. For Part A, *Satisfaction levels with various aspects of the Conference*, the most commonly reported responses by

those in the role of community include: a slightly higher amount of participants than in Survey 1 (51.2 %, n = 22) reported being *extremely satisfied* with feeling safe in the Conference; 53.5% (n = 23) being *extremely satisfied* with being able to speak their mind; and 48.8% (n = 21) of community respondents indicated they were *extremely satisfied* with being seen as an equal in the Conference. For Part B, the *Most Important Aspects of the Conference*, the most commonly reported responses were similar to Survey 1 and included: 51.2% (n = 22) felt it was *extremely important* to ensure the person they care for is supported in the process; 55.8% (n = 24) found it *extremely important* to see that the participants got the help they needed; and a slightly higher 48.8% (n = 21) felt it was *extremely important* to have the offender say he or she is sorry. For Part C, *Personal Changes*, community participants most commonly reported: 45.2% (n = 19) *agree* they have benefited personally as a result of this Conference; 46.2% (n = 18) reported they have experienced an increase in feelings of safety and security as a result of this Conference; 35.7% (n = 15) reported that they have experienced a change in thoughts or beliefs about one or more participants in this Conference. For Part D, *Experiences of the Conference by the Community Members/Supporters*, the most commonly reported responses include: 39.5% (n = 17) of community respondents *completely agree* that the victim was sincere in his or her participation; 38.1% (n = 16) *completely agree* that Conferencing makes the justice process more responsive to the needs of human beings; and 33.3% (n = 14) *completely agree* Conferencing allowed them to express their feelings regarding the offense.

The qualitative data collected from those in the role of community resulting from Part E: *Additional Comments*, combines Survey 1 and 2 and is categorized within the

framework of being a positive response, a negative/neutral response, or a response that is making a recommendation or input for changes. Of the total responses from those in the role of Community, 62.0% (n = 106) were positive. The most frequently reported responses included: 7.0% (n = 12) that the Conference went very well; 5.8% (n = 10) indicated they were happy with the Conference process and outcome; and 3.5% (n = 6) reported being happy that the victims had a chance to share their story and how they were affected. Of the total responses 18.1% (n = 31) fell within the category of negative/neutral with the most frequently reported responses being related to the offender and each made up 1.2% (n = 2) of the total responses from those in the role of Community. These included: the offender was not remorseful, the offender has not made any changes, the offender has not carried out conditions of the agreement, the offender didn't acknowledge what happened, and not enough time was spent encouraging the offender to give an explanation. Of the total responses, 19.9% (n = 34) involved some form of a recommendation or input for change. The most frequently reported responses include: 2.3% (n = 4) of total respondents reported that follow-up is very critical to the process and 1.8% (n = 3) stated it would be better if the facilitator took more of a direct role in keeping the group on topic.

Referring Agent Responses

Survey 1. Part A, General Information, 90.0% (n = 10) of referring agents were *very motivated* and 9.1% (n = 1) were *somewhat motivated* to refer this student to a Community Conference. For Part B, *Changes/Outcomes of the Conference*, the most commonly reported responses include: 81.8% (n = 9) *completely agree* that if faced with a similar situation they would consider making another referral to a Community

Conference; and 54.5% (n = 6) *very much agree* that there is an increase in feelings of safety or security at the school as a result of the Conference *and* that the referred student benefited in a positive way as a result of the Conference. For Part C, *Common Statements Made by Referring Agents to Community Conferences*, the most commonly reported responses include: 90.9% (n = 10) *completely agree* that Conferencing provided them with another avenue in which to address school misconduct; 81.8% (n = 9) *do not agree at all* that referring this situation to an outside agency was difficult for them; 63.6% (n = 7) *completely agree* the Victim/Harmed was sincere in his or her participation; and 54.5% (n = 6) *very much agree* that the Offender/Harmer was sincere in his or her participation.

Survey 2. Part A, General Information, 100.0% (n = 10) of referring agents were *very motivated* to refer this student to a Community Conference. For Part B, *Changes/Outcomes of the Conference*, referring agent's most commonly reported responses include: 60.0% (n = 6) *completely agree* that if faced with a similar situation they would consider making another referral to a Community Conference and 50.0% (n = 5) *completely agree* that the referred student was held accountable for his or her actions *and* that they would recommend this process to others in a similar situation. For Part C, *Common Statements Made by Referring Agents to Community Conferences*, the most commonly reported responses are similar to Survey 1 and include: 90.0% (n = 9) *completely agree* that Conferencing provided them with another avenue in which to address school misconduct; 90.0% (n = 9) *do not agree at all* that referring this situation to an outside agency was difficult for them; 50.0% (n = 5) stated they *completely agree* that Conferencing is more responsive to the needs of students; and 50.0% (n = 5) *very much agree* that both the Victim/Harmed *and* the Offender/Harmer were sincere in their

participation.

The qualitative data collected from the Referring Agents resulting from Part E: *Additional Comments*, combines Survey 1 and 2 and is categorized within the framework of being a positive response, a negative/neutral response, or a response that is making a recommendation or input for change. Of the total responses made by those in the role of Referring Agent, 68.6% (n = 35) were positive with the most frequently reported responses included: 11.8% (n = 6) stating that the Conference is a great process; 9.8% (n = 5) indicating that the Conference is a great alternative to conventional strategies; and 7.8% (n = 4) reporting that the Conference was helpful for parents. Of the total responses 13.7% (n = 7) fell within the category of negative/neutral. The responses in this category varied a great deal and therefore no responses were more frequently reported than others. However, 2 of the responses related to the Conference process state that the Conference process is more responsive to the needs of the parents than to the needs of the students and that it is a very long process. Responses that involved some form of a recommendation or input made up 17.6% (n = 9) of the total responses made by Referring Agents. The most frequently reported responses involved 3.5% (n = 2) stating that when considering a referral, one must look at each individual incident to determine if it is suitable for a Conference *and* that parental participation is critical to the success of the Conference.

Part D: Offense Specific Satisfaction Levels

For all four offenses, for all 13 questions, and for both Survey 1 and Survey 2, a minimum of 75% ranging up to 100% of participants reported being *Satisfied* except in a

single case: Question #11 – *Holding the Offender/Harmer accountable* where only 56% of participants involved in a Conference for the offense of Theft reported being satisfied.

In fact, the responses to question #11 regarding offender accountability for all four offenses make up the lowest number of reported satisfaction for Survey 2: Physical Assault (86%), Possession of a Weapon (75%), Harassment Bullying (79%), and Theft (56%) reports of satisfaction.

Remarkably, with respect to question 1: *The location of the Conference*, all participants in respect to *all* four offenses reported being 100% satisfied in Survey 2. Additionally, participant responses to question 9: *Feeling safe in the Conference*, demonstrate that except for 5% of participants in relation to a Harassment/Bullying offense, 100% report being Satisfied in Survey 1 and Survey 2.

Furthermore, the reported satisfaction levels remained the same or increased from Survey 1 (immediately following the Conference) to Survey 2 (4 weeks after the completion of the Conference) in the majority of the cases. In fact, of the 52 possible reports of satisfaction (13 questions multiplied by 4 offenses = 52), 81% (n = 42) of participants reported satisfaction levels the same or higher in Survey 2 and only 19% (n = 10) of participants reported a decrease in satisfaction levels from Survey 1 to Survey 2.

Part E: Restoration Agreements

A total of 100% of the Conferences conducted (n = 12) reached some type of restoration agreement at the end of the Conference and included 40 various conditions. The most frequently utilized restorative conditions included 15% (n = 6) requiring student(s) to treat others (or each other) with respect, 12.5% (n = 5) to use school staff for support when needed, and 10.0% (n = 4) for an apology to be made.

Part F: Fulfillment of Conditions within the Restoration Agreements

The vast majority of student offenders partially fulfilled the requirements of the restoration agreements with 43.3% (n = 13) of student offenders fulfilling *all* of the conditions of the restoration agreement, and only 3.3% (n = 1) fulfilling *none* of the conditions.

Part G: Rates of Recidivism

Of the 30 students involved in a Community Conference, 33.3% (n = 10) re-offended in the same type of offense, while 13.3% (n = 4) re-offended in a different offense.

Part H: Effects on Suspension and Expulsion Rates

In consideration of suspension rates, a yearly increase in suspension rates from the 1991-92 school year (2.75%) all the way until the 2003-04 school year (11.50%) was noted. Upon implementation of the Community Conferencing pilot project in the 2002-03 school year, there was a slight increase in the first 2 school years of the pilot project, where rates increased from 10.24% in the previous 2001-02 school year to 11.50% in the 2003-04 school year. However, this was followed by a slight decline in 2004-05 returning to a rate of 10.26%. This was then followed by a further decline in 2005-06 to 9.89%.

Similarly to suspension rates, a yearly increase in expulsion rates from the 1991-92 school year (0.00%) to the 2004-05 school year (.34%) was noted. The 2005-06 school year shows the first decline in expulsion rates, moving to a rate of .31%

Trends

As noted in Chapter 4, significant results from the Chi-Square analyses were not able to be reported due to limited cell counts. However, it is worthy to note that certain

trends within the research seem to be emerging and, in future research with larger sample sizes, may in fact become worthy of note.

The main trend noted was in reference to the gender of the offender and the offense in which he or she engaged in. An almost mirror image is noted where males engaged in the offense of physical assault and girls in harassment/bullying type behaviours. This trend is worthy of note as it is consistent with the literature. Past trends have noted that when examining aggression in youth, females are more likely to engage in indirect, non-physical forms of aggression, while males are more likely to engage in direct, physical aggression. It has been reported that adolescent males are far more likely to engage in physical aggression than females (Leschied, Cummings, Van Brunshot, Cunningham, & Saunders, 2000). However, in Lescheid et al.'s (2000) review of the literature it was found that as recent research has broadened the definition of aggression to include verbal threats and intimidation that is intended to disrupt social relationships (also referred to as forms of bullying and harassment), girls are found to be more aggressive than previously thought.

The fact that females made up 42.1% of the total number of students involved in Community Conferences, with 90% of that involvement based on the offense of Harassment/Bullying, shows that as noted by Leschied et al. (2000), when the definition of aggression is broadened to include behaviours such as name-calling, gossip, and exclusion (categorized in this research as harassment/bullying), female youth are found to be almost as aggressive as male youth.

Interestingly, Leschied et al. (2000) also noted that evidence suggests the possibility that as some girls age, the form of aggression shifts from verbal threats and

gossip intended to harm relationships to physical forms of aggression. As such, it could be inferred that although the female students referred to Community Conferences in this research was for non-physical forms of aggression, without proper or appropriate intervention, this behaviour could shift to physical forms of aggression in the future.

Implications

Satisfaction Levels

Various restorative justice programs, including Community Conferencing, have been put into practice in the youth justice systems in Canada and many other countries. Research findings from Australia and overseas exist and demonstrate that participants are largely satisfied with the outcomes of Community Conferences and perceive the process as generally fair (Hayes, 2005). However, the implementation of Community Conferencing programs within schools and school divisions in Canada, is relatively new. As a result, as mentioned in the literature review previously, little published research exists regarding the effectiveness of Community Conferences that result from school-based acts of misconduct or violence as an alternative to traditional modes of punishment such as suspension and expulsion in Canada.

As such, the major implication resulting from this research is the fact that it has been determined that the large majority of participants, and within the various roles of Offenders/Harmers, Victims/Harmed, Community representatives, and Referring Agents, responded positively. A large majority of participants reported being satisfied, very satisfied, or extremely satisfied to the majority of questions related to satisfaction levels. Reports made by these participants include satisfaction with several aspects of the

Conference and its outcome, positive personal changes resulting from the Conference, and positive experiences overall regarding their participation.

This research provides evidence for Haft's (2000) belief that the benefits that grow from existing restorative programs within existing legal systems should be magnified in the school setting because the goals of school divisions to teach and foster conflict resolution skills and to reduce harm to others is similar to the aims of restorative justice. It can be concluded that, similarly to Community Conferences based in the community and/or legal system, participants within school-based Community Conferences also find the process to be positive.

Recidivism

Advocates of restorative justice indicate that its various processes were established for the purposes of addressing victim needs and holding offenders accountable and not for the express purpose of reducing crime or re-offending (Hayes, 2005). As such, empirical research on restorative justice has been driven largely by the key aims of obtaining information on offender accountability, restoration, fairness, and satisfaction with outcomes (Hayes, 2005). However, the evaluation and funding of program success is often directly related to its impacts on future offending.

As such, in *Assessing Reoffending in Restorative Justice Conferences* (2005), Hayes analyses data from the Bethlehem, Pennsylvania Restorative Policing Experiment and assesses two methodological approaches to examine differences in reoffending between offenders in conference and court and differences within reoffending of conference and court groups. Analyses showed that violent offenders referred to conference were less likely to reoffend compared to violent offenders referred to court,

there were no differences in reoffending for property offenses in conference as compared to court, and that female offenders attending conferences were less likely to reoffend than male offenders in conferences.

In terms of the impact that restorative justice processes have on recidivism, Hayes reports that this remains unclear: "... research shows that some restorative justice programs have positive effects on recidivism, others have negligible effects, and still others have negative effects" (2005, p. 96). Hayes contributes the variable outcomes found to various factors such as restorative justice encompassing a broad array of practices, differences in how reoffending has been measured across studies, and that even within restorative justice processes substantial variation from one event to the next exists. He further asserts that given the diverse range of restorative justice practices, we should expect diverse ways in which these programs impact offenders and their behaviour.

In respect to school-based interventions, school divisions and policy makers are also very interested in information related to the effectiveness of the policies and procedures they adopt. It has been previously stated that all policies and programs should be evaluated based on their effectiveness regarding their expected purpose. No published research currently exists regarding rates of re-offense for school-based Community Conferences in Canada.

For this reason, a second major implication of this research is that not only was data collected based on the key aims of restorative justice (beliefs around offender accountability, restoration, reparation, and satisfaction with process and outcome) but also on the impact of these Conferences on suspension and expulsion rates and the percentage of students that re-offend. As mentioned previously, it appears that, after

implementation of the Community Conferencing pilot project and a slight rise, there may be a slight decline in the number of suspensions and expulsions. However, a cautionary point is required in that although these research findings are encouraging, they are not definitive and do not demonstrate a cause-effect relationship between Community Conferencing and lower suspension and expulsion rates.

In respect to re-offending behaviour, of the 30 students involved in a school-based Community Conferences, 33.3% (n = 10) re-offended in the same type of offense, while 13.3% (n = 4) re-offended in a different offense.

At this point no data exists in which to compare these rates to, however this data can create a baseline in which further research can build upon.

Bubble effect

Discussed previously in the Delimitations section of chapter 3, was the possibility of a “bubble effect.” It was proposed that a “bubble effect” exists when participants are surveyed immediately following a Community Conference which results in participants tending to report higher satisfaction levels immediately following a Conference than if time has passed between the Conference and the administration of the survey. Because of this possibility, satisfaction surveys were administered immediately following the Conference (Survey 1) and four weeks after the completion of the Conference (Survey 2).

Although a comparable data analyses was not conducted on all components of Survey 1 as compared to Survey 2, the data analyses that examined which offenses respond best to a Community Conference intervention, did examine the differences between reports of satisfaction for Survey 1 and Survey 2. As noted previously, it was found that the reported satisfaction levels remained the same or increased from Survey 1

to Survey 2 in the majority of the cases. In fact, of the 52 possible reports of satisfaction (13 questions multiplied by 4 offenses = 52), 81% (n = 42) of participants reported satisfaction levels the same or higher in Survey 2 and only 19% (n = 10) of participants reported a decrease in satisfaction levels from Survey 1 to Survey 2. Therefore, it can be argued that a “bubble effect” where participants report higher satisfaction rates immediately following a Conference than if time has passed between the Conference and the administration of the survey, does not exist. In fact, the large majority of participants reported the same or higher levels of satisfaction four weeks after the completion of the Conference.

Offense Specific Satisfaction Levels

When examining which offenses, when referred to a Community Conference, provide higher satisfaction levels, no major patterns or trends were noted. In fact, the participants in the roles of Offender/Harmer, Victim/Harmed, and Community Members/Supporters reported high satisfaction levels on the majority of the various aspects of the Community Conference for all four offenses. However, within this examination of the data, two points became worthy of note.

Offender accountability

First of all is the issue of Offender/Harmer accountability. As discussed in the literature review, The Alberta Solicitor General and Public Security (2005) stated that the underlying principles of restorative justice processes are respect, inclusiveness, accountability, reparation, restoration, and community involvement. In response to Question #11 – *Holding the Offender/Harmer accountable*, participants in the role of Victim/Harmed and Community Members/Supporters with respect to all four offenses

reported being least satisfied: Physical Assault (86%), Possession of a Weapon (75%), Harassment Bullying (79%), and Theft (56%).

While these rates indicate that the majority of participants are still reporting being satisfied overall with holding the offender accountable, it is interesting that of all the questions related to the various aspects of the Conference, the one with the lowest percentage of reported satisfaction is in fact one of the core values of restorative justice.

Although it is unclear as to the specific reason for these reports, one might speculate that society in general, and therefore the participants in these Conferences, remain accustomed to the retributive models of justice where punishment is one of the core values. In this way, participants may feel that accountability comes from traditional measures of discipline or punishment such as suspension and expulsion and not from a restorative view of accountability such as Wachtel's (1999) belief that more than just taking responsibility for one's actions, accountability also involves active participation in the resolution of the conflict in a way that can simultaneously build relationships with those affected. Therefore, education of those participants involved in a Community Conference around the differences between the core values of restorative justice and those of retributive justice may be worthwhile in increasing participant's satisfaction levels surrounding offender accountability.

Feelings of Safety

Secondly, a very important part of participants willingness to partake in a Community Conference is related to their feelings of safety within the Conference process. Interestingly, participant reports of feelings of safety in the Conference was the second highest of all reported satisfaction: Responses to question 9: *Feeling safe in the*

Conference, demonstrate that 100% of participants report being Satisfied in Survey 1 and Survey 2, *except* for 5% of participants in relation to a Harassment/Bullying offense.

The fact that the only 5% of participants that reported *not* being satisfied is in relation to a harassment or bullying type of behaviour is worthy of note. Because these offenses are relational in nature, many group dynamics exist that may enter into the Community Conference process. It will be important both in making referrals for these types of offenses, as well as in the facilitation of the Conference, to be aware of these dynamics and ensure the process is set up in such a way that safety issues, both within and after the Conference, are addressed.

Strengths of the Study

Various forms of restorative justice programs are emerging throughout the world. Although research exists regarding the effectiveness of school-based Community Conferences in other countries, no published research exists regarding the effectiveness of these types of programs in Canadian schools. Therefore, the main strength of this research is that it provides valuable information regarding an increasingly more commonly used alternative to traditional methods of punishment within Canadian schools.

Additionally, this study's framework recognizes the various different participants involved in a Community Conference. Rather than creating a general survey that contained general questions, the researcher developed surveys specific to each role: Offenders/Harmers, Victims/Harmed, Community Members/Supporters, and Referring Agents based on research available in the field. That is, the researcher took into account

the various roles that one can play within a Community Conference and evaluated satisfaction levels based on these unique circumstances of their participation.

Latimer (2005) recommends that data be obtained as to whether victims still feel they have experienced some healing and closure six months or one year after participation in a Conference. In this research design, satisfaction levels of all participants were evaluated both immediately following the Conference as well as four weeks after the completion of the Conference. This provided participants with the opportunity to have time to reflect on their experiences within the Conference and to make an assessment of their satisfaction and experiences after a four week time lapse from the Conference. Additionally, this allowed for the ‘bubble effect’ discussed in the literature where participants are less satisfied after time has passed, to be taken into consideration.

Limitations of the Study

The main limitation of this research was that the participants were not tracked using a system that would allow the researcher to delineate which participants completed Survey 1 only and which participants completed both Survey 1 and 2. This was an error on the part of the researcher when sharing information and providing guidelines to the primary data collector in Edmonton. However, this concern was not noted until the middle of the data collection period and was therefore not able to be rectified. As such, satisfaction levels between Survey 1 and Survey 2 were difficult to obtain as there was no way of knowing if it was the same people or different people providing the information.

Secondly, because the surveys were developed by the researcher they were not piloted on a group of participants before the data collection period. Therefore, minor errors in the choice of wording became evident from participant’s responses or noted

confusion. For example, in the survey developed for Community representatives, Part B: *Most Important Aspects of the Conference*, question 7 asked participants to rate the level of importance they place on 'To have the offender punished'. The researcher strategically used the word punishment as this contradicts a core value of restorative justice. However, nine participants made note of their unhappiness with the word punishment and changed it to consequences or accountability. This then made their response invalid. However, one could infer that those nine people do support the underlying principles of accountability and consequences within restorative justice processes (Alberta Solicitor General and Public Security, 2005) as opposed to the motivation of punishment within the retributive justice paradigm.

Another example of confusion within the wording of the survey developed for Offenders/Harmers was in Part B: *Most Important Aspects of the Conference*, question 5 which stated 'To pay the victim back'. The researchers intent of this question was to see if the offenders felt it was important to pay the victim back for losses that resulted from the offense. While making contact with offenders to complete the follow-up surveys via telephone contact, 3 offenders asked for clarification as they interpreted the question as meaning revenge toward the victim. Therefore, the results of this question may not be valid as it is unknown how many participants may have misinterpreted the question. This point was discussed earlier in the literature review where it was noted that factors such as the culture and language of the participant, as well as the use of vocabulary of the researcher, can impact verbal reports (Ericsson & Simon, 1998).

A third disadvantage to this research design was that the sample sizes for each role varied a great deal due to a number of factors. The research sample for those in the

role of Community was very large as it included parents, school staff/representatives, community members, as well as other general supporters while the sample for those in the role of Victim and Referring Agent was much smaller. Additionally, although the total surveys administered was relatively large at 175, when broken down by role and into Survey 1 (immediately after the Conference) and Survey 2 (4 weeks after the completion of the Conference), the individual sample sizes became quite small. This then led to difficulties with running comparative analyses such as Chi square.

One complexity that arose within the data collection period was when there was no clear victim within the offense. This occurred most often in the Harassment/Bullying offenses where for example, both students, or a number of students, were involved in harassing behaviours such as name-calling. That is, the behaviour was not simply one-sided. When faced with these types of situations, after consultation with the referring agent, the facilitator of the Community Conference would place all the involved students in the role of offender and the school (AKA classroom disruption) in the role of victim. This resulted in much lower numbers of participants in the role of victim.

Although this point is discussed as a limitation, one could easily argue that this was also a strength of the study as strategically, it has the potential for a very good lesson in accountability and responsibility for the students. This point was noted specifically by one referring agent.

A final concern with this research was in regard to the four week follow-up survey. Also discussed in the literature review, a concern may exist with the validity of verbal reports as data. Some authors have argued that issues result due to the number of processes that occur between the short term memory and verbalization (Payne, 1994).

Others have argued that the more time that has elapsed between the event and the reporting of the event, the higher the chances of the report being inaccurate (Ericsson & Simon, 1998). According to this information, one could infer that the data obtained from Survey 1 (immediately following the Conference) is a more accurate verbal report. Regardless of the potential for inaccurate reporting related to cognitive factors and memory, many credible research designs are based on verbal reports through surveys.

Directions for Future Research

This research design was exploratory in nature and set a baseline that determined overall that restorative justice programs within Canadian schools *are* resulting in the same benefits that are seen from these processes in the legal system. A comparative study where this school-based restorative justice model of Community Conferencing is directly compared with the traditional modes of discipline such as suspension and expulsion would prove interesting.

As previously addressed in the limitations section, it would be beneficial that when completing two different surveys, immediately after a Conference and again at a prescribed time after the completion of the Conference, to ensure that participants are tracked to look at changes in satisfaction levels on an individual level.

With regard to the research design, it may be helpful to have one general survey that goes to all participants in all roles and a second survey that is role specific. In this way, comparative analyses could be run with all the responses from the general survey. Additionally, a similar study but with a longer data collection period, would ensure a larger sample and thus, the ability to obtain and report additional analyses. Furthermore, similar studies to this one conducted in different geographical locations would prove

beneficial for comparison of the characteristics specific to region and those generalizable to youth as a whole.

As discussed by Hayes (2005), research that focuses on improving our understanding of the ways in which restorative justice Conferencing works and to ascertain how various Conference variables impact offenders and their behaviour would be helpful to the field. This information would be useful to ensure that those variables having the most impact on the offenders and their behaviour are present at each Conference. A longitudinal, qualitative study involving a more complete analyses of fewer participants may add to the understanding of what specific variables within the Conference impact offenders and their behaviour.

Discussions and research into the various responses to youth misconduct and offending behaviour, whether restorative justice or otherwise, inevitably turn to the topic of recidivism. Although this study looked generally at the number of students that re-offended in a similar or different offense, more in-depth research would be helpful. The impact of co-existing conditions or problems such as substance abuse, mental health issues, psychopathy, and a broad range of contextual factors need to be considered in terms of their impact on recidivism. Studies that control for these certain variables may help to determine more specific information around recidivism and the appropriateness of referrals to restorative justice programs such as Community Conferencing. Additionally, more empirical research into the specifics of the restitution conditions (types, size, length of time given to comply) that lead to successful compliance would also be helpful (Latimer, 2005).

Lastly, because harassment and bullying type of behaviours remain a concern in schools, specifically with female students, further research regarding the effectiveness of various interventions used to address these type of situations is paramount. Community Conferencing is one intervention that is being used to address these situations. However, various other prevention and early intervention programs exist which claim to be effective ways of preventing or addressing these concerns. In an ideal situation, an experimental design with random control groups that is set up longitudinally to examine the impacts of these various types of programs on harassment and bullying behaviour by female students, would be very useful to school policy makers, administrators, teachers, and counsellors.

Conclusion

This study evaluated the effectiveness of a school-based Community Conferencing program by gathering data about students referred to a Community Conference and the satisfaction levels of the various participants involved after an act of misconduct or violence. The effects on suspension and expulsion rates, the rates of recidivism, the types and follow through of restoration agreements made, and the offenses that respond best to Community Conferences were examined.

The results that emerged appear to be consistent with the previous research as well as added to the research in this area. This study supported the existing evidence of positive results of restorative programs in response to youth misconduct. As well, it expanded on the existing literature regarding satisfaction levels and effectiveness of community based restorative justice programs to include valuable research regarding the use of Community Conferences within Canadian school divisions for acts of school-

related misconduct and violence. It provides evidence for the success and satisfaction of incorporating this type of restorative programming into our current philosophies and policies within school divisions as an alternative to zero tolerance policies. Participants in various roles report satisfaction with several aspects of the Conference and its outcome, positive personal changes resulting from the Conference, and positive experiences overall regarding their participation. Additionally, a potential decrease in the use of suspension and expulsion, also offers support for its inclusion.

The findings of this study provided a baseline for satisfaction levels, types of restoration agreements made, and rates of recidivism regarding school-based Community Conferences. Results can aid in the process of decision-making for those considering the use of restorative programming in their schools. By adopting a Community Conferencing model into their policies for acts of misconduct, schools can expand on the options available to them and go beyond that of the limited functions currently available with the punitive-permissive continuum. Due to the high rates of overall satisfaction, the model used in this research by the Edmonton Public School division, along with the suggestions made by the researcher, can provide a representation upon which others can base implementation of a similar program.

Further research that focuses on improving our understanding of the ways in which restorative justice Conferencing works and to ascertain how various Conference variables impact offenders and their behaviour would be helpful to the field.

Additionally, research into the impact of co-existing conditions or problems such as substance abuse, mental health issues, psychopathy, and a broad range of contextual factors need to be considered in terms of their impact on recidivism. Lastly, because

harassment and bullying type of behaviours remain a concern in schools, specifically with female students, further research regarding the effectiveness of various interventions used to address these types of situations is paramount.

This research has added an important new understanding of the various satisfaction levels and areas of effectiveness of school-based Community Conferences and has offered the prospect of many essential areas for future research.

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Appendix A

ETHICS APPROVAL UNIVERSITY OF LETHBRIDGE



The
University of
Lethbridge

MEMORANDUM

TO: Erin Englot
FROM: Rick Mrazek
Date: March 6, 2006

RE: Human Subject Research Application: "The Evaluation of School-Based Community Conferences"

The Faculty of Education Human Subject Committee has **approved** your HSR application.

Good luck with your research.

Richard Mrazek, Ph.D.
Chair Human Subject Committee
Faculty of Education

Cc: Kerry Bernes
Supervisor

Appendix B

Pre and Post Conference Victim / Harmed Survey

Date of Conference: _____ Date of Survey: _____
 (Y/M/D) (Y/M/D)

Part A: Satisfaction levels with various aspects of the Conference

Please **circle** the number that best corresponds to your level of satisfaction.

Satisfaction Item	Not at all Satisfied	Somewhat Satisfied	Satisfied	Very Satisfied	Extremely Satisfied
The location of the Conference.	1	2	3	4	5
The overall preparation for the Conference.	1	2	3	4	5
The facilitator's ability to run the Conference.	1	2	3	4	5
The facilitator's helpfulness.	1	2	3	4	5
Having all the necessary people at the Conference.	1	2	3	4	5
Being seen as an equal in the Conference.	1	2	3	4	5
Feeling supported in the Conference.	1	2	3	4	5
Feeling safe in the Conference.	1	2	3	4	5
Being able to speak my mind.	1	2	3	4	5
Being able to share how I was affected by the offense.	1	2	3	4	5
Holding the offender/harmer accountable.	1	2	3	4	5
Having input into decisions made.	1	2	3	4	5
The agreement that was made at the Conference.	1	2	3	4	5

Part B: Most important Aspects of the Conference

Please circle the number that best corresponds with the level of importance of the following items:

Item of Importance	Not at all Important	Somewhat Important	Important	Very Important	Extremely Important
To feel I was part of the process.	1	2	3	4	5
To tell the offender how the offense affected me.	1	2	3	4	5
To receive answers to questions I wanted to ask the offender.	1	2	3	4	5
To feel I had some input into the Conference outcome.	1	2	3	4	5
To get paid back for your losses.	1	2	3	4	5
To see that the offender got some counselling or other type of help.	1	2	3	4	5
To have the offender punished.	1	2	3	4	5
To have the offender say he or she is sorry.	1	2	3	4	5

Part C: Personal Changes

Please **circle** the number that best corresponds to your level of agreement with each statement.

Statement	Do Not Agree at all	Somewhat Agree	Agree	Very Much Agree	Completely Agree
I experienced a positive change in thoughts or beliefs about the offender/harmer.	1	2	3	4	5
I experienced a	1	2	3	4	5

positive change in feelings toward the offender / harmer.					
I have increased feelings of safety or security.	1	2	3	4	5
I feel an increased sense of justice as a result of the Conference.	1	2	3	4	5
I have experienced a sense of closure as a result of this Conference.	1	2	3	4	5
I have learned things about myself as a result of the Conference.	1	2	3	4	5

Part D: Common Statements Made by Victims/Harmed

The following statements represent comments sometimes made by victims who participate in a Conference. Please **circle** the number that best corresponds to your level of agreement with each of the following statements:

Statement	Do not Agree at all	Somewhat Agree	Agree	Very much Agree	Completely Agree
Conferencing allowed me to express my feelings about being victimized.	1	2	3	4	5
Conferencing allowed me to participate more fully in the justice system.	1	2	3	4	5
I now have a better understanding of why the offense was committed against me.	1	2	3	4	5
The offender participated only to avoid an expulsion or criminal record.	1	2	3	4	5
The offender/harmer was not sincere in his or her participation.	1	2	3	4	5

Conferencing makes the justice process more responsive to my needs as a human being.	1	2	3	4	5
I can now forgive the offender for what was done.	1	2	3	4	5
I can now put this behind me and move forward with my life.	1	2	3	4	5
I have no desire for revenge at this point.	1	2	3	4	5
This Conference process increased the level of safety at the school.	1	2	3	4	5

Part E: Additional Comments

Is there anything else you would like to add about any aspects or experiences regarding the Community Conference?

Appendix C

Pre and Post Conference Offender / Harmer Survey

Date of Conference: _____ Date of Survey: _____
 (Y/M/D) (Y/M/D)

Part A: Satisfaction levels with various aspects of the Conference

Please **circle** the number that best corresponds to your level of satisfaction.

Satisfaction Item	Not at all Satisfied	Somewhat Satisfied	Satisfied	Very Satisfied	Extremely Satisfied
The location of the Conference.	1	2	3	4	5
The overall preparation for the Conference.	1	2	3	4	5
The facilitator's ability to run the Conference.	1	2	3	4	5
The facilitator's helpfulness.	1	2	3	4	5
Having all the necessary people at the Conference.	1	2	3	4	5
Being seen as an equal in the Conference.	1	2	3	4	5
Feeling supported in the Conference.	1	2	3	4	5
Feeling safe in the Conference.	1	2	3	4	5
Being able to speak my mind.	1	2	3	4	5
Having input into decisions made.	1	2	3	4	5
The agreement that was made at the Conference.	1	2	3	4	5

Part B: Most important Aspects of the Conference

Please indicate how important the following items are to you:

Item of Importance	Not at all Important	Somewhat Important	Important	Very Important	Extremely Important
To feel I was part of	1	2	3	4	5

the process.					
To be able to tell the victim what happened.	1	2	3	4	5
To be able to remain in school.	1	2	3	4	5
To have input into the Conference outcome.	1	2	3	4	5
To pay the victim back .	1	2	3	4	5
To work out an agreement with the victim.	1	2	3	4	5
To be able to apologize to the victim for what I did.	1	2	3	4	5
To be able to apologize to my family and/or friends.	1	2	3	4	5
To get it over with.	1	2	3	4	5
To be punished for what I did.	1	2	3	4	5

Part C: Personal Changes

Please **circle** the number that best corresponds to your level of agreement with each statement.

Statement	Do Not Agree at all	Somewhat Agree	Agree	Very much Agree	Completely Agree
I have a better understanding of how the offense affected the victim/harmed.	1	2	3	4	5
I have a better understanding of the consequences of my actions.	1	2	3	4	5
I have grown, matured or changed as a result of this Conference.	1	2	3	4	5

I feel relationships in my life have been restored or improved as a result of the Conference.	1	2	3	4	5
I have learned a new skill as a result of the Conference.	1	2	3	4	5
I have benefited from participation in this Conference.	1	2	3	4	5
I feel a sense of closure as result of the Conference.	1	2	3	4	5

Part D: Experiences of the Conference by the Offender / Harmer

The following statements represent comments sometimes made by students in trouble who participate in a Conference. Please **circle** the number that best corresponds to the level to which you agree with each of the following statements:

Statement	Do not Agree at all	Somewhat Agree	Agree	Very much Agree	Completely Agree
I felt I had no choice but to participate in the Conference.	1	2	3	4	5
Conferencing allowed me to share my point of view about the offense.	1	2	3	4	5
Too much pressure was put on me to do all the talking during the conference.	1	2	3	4	5
The Conference was a joke.	1	2	3	4	5
The victim was not sincere in his or her participation.	1	2	3	4	5
I feel remorse and regret for the offense I committed.	1	2	3	4	5
Without the Conference I probably would have gotten harsher treatment.	1	2	3	4	5

I can now put this behind me and move forward with my life.	1	2	3	4	5
Conferencing makes the justice system more responsive to my needs as a human being.	1	2	3	4	5
I received the help I needed as a result of the Conference.	1	2	3	4	5
This Conference process increased the level of school safety.	1	2	3	4	5

Part E: Additional Comments

Is there anything else you would like to add about any of the aspects or experiences of the Community Conference?

Appendix D

Pre and Post Conference Community (Parent/Supporter/School Staff) **Survey**

Date of Conference: _____
(Y/M/D)

Date of Survey: _____
(Y/M/D)

Role in the Conference:

- ☐ Parent / Guardian
- ☐ Supporter
- ☐ Community Member
- ☐ School staff / representative

Part A: Satisfaction levels with various aspects of the Conference

Please **circle** the number that best corresponds to your level of satisfaction.

Satisfaction Item	Not at all Satisfied	Somewhat Satisfied	Satisfied	Very Satisfied	Extremely Satisfied
The location of the Conference.	1	2	3	4	5
The overall preparation for the Conference.	1	2	3	4	5
The facilitator's ability to run the Conference.	1	2	3	4	5
The facilitator's helpfulness.	1	2	3	4	5
Having all the necessary people at the Conference.	1	2	3	4	5
Being seen as an equal in the Conference.	1	2	3	4	5
Feeling supported in the Conference.	1	2	3	4	5
Feeling safe in the Conference.	1	2	3	4	5
Being able to speak my mind.	1	2	3	4	5
Being able to share how I was affected by the offense.	1	2	3	4	5
Holding the offender/harmer accountable.	1	2	3	4	5

Having input into decisions made.	1	2	3	4	5
The agreement that was made at the Conference.	1	2	3	4	5

Part B: Most important Aspects of the Conference

Please **circle** the number that best corresponds to the level of importance of each of the following statements.

Item of Importance	Not at all Important	Somewhat Important	Important	Very Important	Extremely Important
To feel you were part of the process.	1	2	3	4	5
To explain how the offense affected me.	1	2	3	4	5
To receive answers to questions.	1	2	3	4	5
To ensure the person I care for is supported in the process.	1	2	3	4	5
To have input into the agreement made.	1	2	3	4	5
To see that the participants got the help they needed.	1	2	3	4	5
To have the offender punished.	1	2	3	4	5
To have the offender say he or she is sorry.	1	2	3	4	5

Part C: Personal Changes

Please **circle** the number that best corresponds to your level of agreement with each statement.

<u>Statement</u>	Do Not Agree at all	Somewhat Agree	Agree	Very much Agree	Completely Agree
I experienced a change in thoughts or beliefs about one or more participants in this Conference.	1	2	3	4	5
I experienced an increase in feelings of safety and security as a result of this	1	2	3	4	5

Conference.					
I now feel a sense of justice as a result of this Conference.	1	2	3	4	5
I now feel a sense of closure as a result of this Conference.	1	2	3	4	5
I have benefited personally as a result of this Conference.	1	2	3	4	5

Part D: Common Statements Made by Community Members/Supporters

The following statements represent comments sometimes made by community members or supporters who participate in a Conference. Please **circle** the number that best corresponds to your level of agreement with each of the following statements:

Statement	Do not Agree at all	Somewhat Agree	Agree	Very much Agree	Completely Agree
Conferencing allowed me to express my feelings regarding the offense.	1	2	3	4	5
Conferencing allowed me to participate more fully in the justice system.	1	2	3	4	5
I now have a better understanding of why the offense was committed.	1	2	3	4	5
The offender was sincere in his or her participation.	1	2	3	4	5
The victim was sincere in his or her participation.	1	2	3	4	5
Conferencing makes the justice process more responsive to the needs of human beings.	1	2	3	4	5
The needs of the people involved were met through the Conference process.	1	2	3	4	5

This Conference process increased the level of school safety.	1	2	3	4	5
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Part E: Additional Comments

Is there anything else you would like to add about any of the aspects or experiences of the Community Conference?

Appendix E

Pre and Post Conference Community Referring Agent Survey

Date of Conference: _____ Date of Survey: _____
 (Y/M/D) (Y/M/D)

Part A: General

1. What is your position in the school division?
 - ☐ Leadership Services
 - ☐ Principal
 - ☐ Assistant Principal
 - ☐ Other _____

2. How motivated were you to refer this student to a Community Conference?
 - ☐ Very motivated
 - ☐ Somewhat motivated
 - ☐ Not at all motivated

Part B: Changes / Outcomes of Conference

Please **circle** the number that best corresponds to your level of agreement with each statement.

Statement	Do Not Agree at all	Somewhat Agree	Agree	Very much Agree	Completely Agree
My thoughts regarding the value of a Conference have changed for the better.	1	2	3	4	5
There is an increase in feelings of safety or security at the school as a result of the Conference.	1	2	3	4	5
The referred student was held accountable for his or her actions.	1	2	3	4	5

The referred student benefited in a positive way as a result of the Conference.	1	2	3	4	5
The referred student's behaviours have changed as a result of participation in the Conference.	1	2	3	4	5
I would recommend this process to others in a similar situation.	1	2	3	4	5
If faced with a similar situation, I would consider making another referral to a Community Conference.	1	2	3	4	5

Part C: Common Statements Made by Referring Agents to Community Conferences

The following statements represent comments sometimes made by people involved in the referral of a student to a Community Conference. Please **circle** the number that best corresponds to your level of agreement with each of the following statements:

Statement	Do not Agree at all	Somewhat Agree	Agree	Very much Agree	Completely Agree
Conferencing provided me with another avenue in which to address school misconduct.	1	2	3	4	5
Referring this situation to an outside agency was difficult for me.	1	2	3	4	5
I now have a better understanding of why the offense was committed.	1	2	3	4	5
The offender/harmer was sincere in his or her participation.	1	2	3	4	5
The victim/harmed was sincere in his or her	1	2	3	4	5

participation.					
Conferencing is more responsive to the needs of students.	1	2	3	4	5
The needs of the people involved were met through the Conference process.	1	2	3	4	5

Part D: Additional Comments

Is there anything else you would like to add about any of the aspects or experiences of the Community Conference?

Appendix F



PARTICIPANT CONSENT FORM

Evaluation of School-based Community Conferences

You are being invited to participate in a study entitled 'Evaluating School-based Community Conferences' that is being conducted by Erin Englot. Erin is a Graduate student in the Faculty of Education at the University of Lethbridge and you may contact her if you have further questions by email at erin.englot@uleth.ca. As a Graduate student, Erin is required to conduct research as part of the requirements for a degree in Counselling Psychology. It is being conducted under the supervision of Dr. Kerry Bernes. You may contact Erin's supervisor at 403-329-2447.

The purpose of this research project is to gather information regarding the effectiveness of Edmonton Public School Division's Community Conferencing Program. Research of this type is important because it will help to obtain information regarding the effectiveness of this program and the satisfaction of the participants involved. You are being asked to participate in this study because you have recently been involved in a Community Conference referred by the Edmonton Public School Division.

In terms of protecting your anonymity **no names or identifying information will be included on the completed surveys** or passed on to the researcher. Your confidentiality and the confidentiality of the data will be protected by ensuring that names will be not included and completed survey information will be secured at all times in a locked filing cabinet. After this data is collected and summarized a report will be given to the Edmonton Public School Division. As well, results of this research may be used in academic presentations or published in academic journals. No information identifying individual students, teachers, or schools will be in the final report or in any article or presentation, published or otherwise. If the data are used in a future study, presentation, or publication, all confidentiality of participants will be maintained as before. Data will be kept in a locked filing cabinet for a five-year period where only I will have access to it. After the five-year period is complete the data will be destroyed. In addition to being able to contact the researcher [and, if applicable, the supervisor] at the above phone numbers, you may verify the ethical approval of this study, or raise any concerns you might have, by contacting the Chair of the Faculty of Education Human Subjects Research Committee, Dr. Rick Mrazek at the University of Lethbridge (403-329-2425).

If you agree to voluntarily participate in this research, your participation will include the completion of one exit survey and a telephone follow-up survey four weeks after the conference. The only inconvenience this study may cause you is the time it will involve. The completion of the surveys will take approximately 15 minutes each. There are no known or anticipated risks to you by participating in this research. **The potential benefits of your participation in this research include the opportunity to provide feedback regarding your satisfaction levels with the community conference process.** Your participation in this research must be completely **voluntary**. If you do decide to participate, you may withdraw at any time *during the completion of this survey* without any consequences or any explanation. If you choose to withdraw *after*

completion of either of the surveys your data will not be removed as it is logistically impossible to do so after it has been compiled.

Your signature below indicates that you understand the above conditions, agree to participate in this study and that you have had the opportunity to have your questions answered by the researchers.

Name of Participant

Signature

Date

Phone Number (where you would like to be contacted for the follow-up survey)

A copy of this consent will be left with you, and a copy will be taken by the researcher.

Appendix G



PARTICIPANT (CHILD) CONSENT FORM

Evaluation of School-based Community Conferences

Your child is being invited to participate in a study entitled the 'Evaluation of School-based Community Conferences' that is being conducted by Erin Englot. Erin is a Graduate student in the Faculty of Education at the University of Lethbridge and you may contact her if you have further questions by email at erin.englot@uleth.ca. As a Graduate student, Erin is required to conduct research as part of the requirements for a degree in Counselling Psychology. It is being conducted under the supervision of Dr. Kerry Bernes. You may contact Erin's supervisor at 403-329-2447.

The purpose of this research project is to gather information regarding the effectiveness of Edmonton Public School Division's Community Conferencing Program. Research of this type is important because it will help to obtain information regarding the effectiveness of this program and the satisfaction of the participants involved. Your child is being asked to participate in this study because he or she has recently been involved in a Community Conference referred by the Edmonton Public School Division.

In terms of protecting your anonymity **no names or identifying information will be included on the completed surveys** or passed on to the researcher. Your child's confidentiality and the confidentiality of the data will be protected by ensuring that names will be not included and completed survey information will be secured at all times in a locked filing cabinet. After this data is collected and summarized a report will be given to the Edmonton Public School Division. As well, results of this research may be used in academic presentations or published in academic journals. No information identifying individual students, teachers, or schools will be in the final report or in any article or presentation, published or otherwise. If the data are used in a future study, presentation, or publication, all confidentiality of participants will be maintained as before. Data will be kept in a locked filing cabinet for a five-year period where only I will have access to it. After the five-year period is complete the data will be destroyed. In addition to being able to contact the researcher [and, if applicable, the supervisor] at the above phone numbers, you may verify the ethical approval of this study, or raise any concerns you might have, by contacting the Chair of the Faculty of Education Human Subjects Research Committee, Dr. Rick Mrazek at the University of Lethbridge (403-329-2425).

If you agree to permit your child to participate in this research, his/her participation will include the completion of one exit survey immediately following the Conference and a telephone follow-up survey four weeks after the conference. The only inconvenience this study may cause your child is the time it will involve. The surveys will take approximately 5-10 minutes of his or her time each. There are no known or anticipated risks to your child by participating in this research. **The potential benefits of your child's participation in this research include the opportunity to provide feedback regarding his or her level of satisfaction with the Community Conference process.** Your child's participation in this research must be completely voluntary. If you do decide to allow your child to participate, you may withdraw your permission (and your child from the study) at any time *during the survey completion* without any consequences or any

explanation. If your child does withdraw *after* completion of either of the surveys his/her data will not be removed as it is logistically impossible to do so after it has been compiled.

Your signature below indicates that you understand the above conditions of participation in this study, that you have had the opportunity to have your questions answered by the researchers, and that you consent to having your child participate in the study.

Name of Parent or Guardian

Signature

Date

Phone Number (where your child can be contacted for the follow-up survey)

A copy of this consent will be left with you, and a copy will be taken by the researcher.