

Menu of Restorative Justice Opportunities:

Peace Circles

Best Use: Issues that affect whole USD community.
Good for large groups.

Focus: Space for students with varying values, experiences, and backgrounds to discuss difficult topics in a safe space.

Structure:

- 6-10 participants with chairs set up in a circle, no table in the middle.
- 1 or 2 facilitators who are present to provide a structure for the circle.
- Ground rules are established, a talking piece (meaningful object) is passed around the circle giving every participant a chance to speak, and an opening and closing affirmation is used to set the tone for constructive dialogue.

Example: Hate Crimes Awareness Week- 5 facilitators present to direct smaller groups of 6-8 students.

Questions in the circle include:

- On campus, where have we witnessed or experienced a Hate Crime or Act of Intolerance?
- Share a time when you may have contributed to a community of intolerance.
- What is one step we can take in breaking societal norms, as individuals/community?

Conflict Facilitation

Best Use: Residential Life (roommate conflicts), conflicts between student organizations.

Focus: Create understanding and agreements for moving forward in a positive way.

Structure: National Conflict Resolution Center Structure- Ground Rules, parties state their perspective, facilitators state joint issues and emotions in the room, ask clarifying questions/goals of each party/discover underlying interests, brainstorm ways to move forward, and close by acknowledging progress and participation.

Example: Misunderstanding between Young Americans for Freedom (YAF) and MeCha regarding Che Day on October 9th. Representatives from YAF, MeCha, College Republicans, Young Democrats, Ethnic Studies, and Student Life were present. A space was provided for students to clarify goals and intentions, recognizing that all student organizations present wanted to spread awareness and educate students. It was an opportunity to dialogue and develop partnerships for the future.

Restorative Justice Conferencing

Best Use: Cases with clear offenders and impacted parties.

Conduct cases and cases between specific individuals on campus.

Focus: Taking responsibility, Addressing harm to impacted parties, holding students accountable for their actions, and including student offenders, impacted parties, and community in the decision making process.

Structure:

Action:

- *Ground rules/sign confidentiality form
- *Respondent explains what happened
- *Affected parties explain impact
- *Respondent is invited to respond
- *Develop a plan for the future
- *Participants sign plan

Purpose:

- *Create a safe space
- *Take responsibility
- *Expression/understanding of impact
- *Apology/thoughtful reflection
- *Accountability and support
- *Confirm agreement

Example: A Sophomore living in the Vistas went to an off campus party and became intoxicated. He came back to the Vistas around 2am and encountered his RA who he began verbally attacking. Public safety and the CD on duty came for back up and the student was taken to detox.

1. **The case was referred by the hearing officer to the Restorative Justice Coordinator because the student took responsibility for his actions and was sorry for the way he acted.**
2. The Restorative Justice Coordinator conducted individual pre-conferences with the student offender, public safety officers, Community Director, and a resident from the hall who was disturbed by the yelling that evening.
3. A conference with all impacted parties listed above ensued. All participants had an opportunity to explain their perspective on the situation, the student offender apologized, and everyone came up with a plan to move forward.
4. The plan, signed by all participants at the conference included counseling with the Health and Wellness Center, a hall meeting to apologize to his hall for the disruption and tell his floor about his experience, helping his RA to plan the next fun hall event, and a commitment to get involved in a leadership role in the Psychology Club (to develop a positive connection on campus).
5. The plan was submitted by the Restorative Justice Coordinator back to the Hearing Officer for approval and for a final decision.

Restorative Justice Student Boards:

- Inviting impacted parties to the hearing and allowing for an open dialogue and including student offenders and impacted parties in the decision making process.