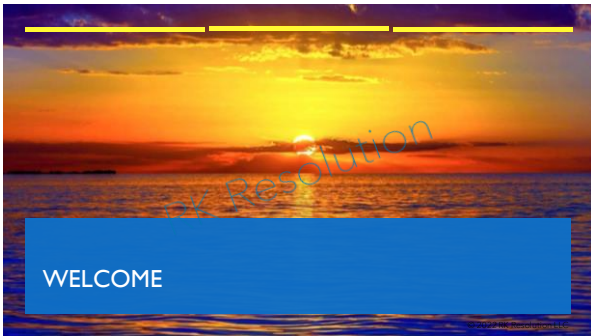


RESPONDING TO CAMPUS CONDUCT
WITH RESTORATIVE JUSTICE:
IMPLEMENTATION CONSIDERATIONS

St. Norbert College
May 19, 2022

RK Resolution

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WELCOME

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AGENDA

Recap	Points of Application
Conditions for Participation	Considerations for Policy and Practice
Role Plays	Q & A

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ASKING QUESTIONS: OUR PROCESSES

What does it feel like to go through our process?

What are the needs of impacted and responding students?

Does the community have a role?

Why do victims not report?

Why do responsible parties often not accept responsibility?

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RESTORATIVE WAY OF THINKING

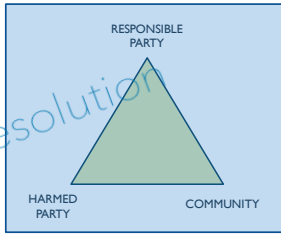
- What is the harm?
- What needs to be done to repair the harm?
- Who is responsible for this repair?

Adapted from H. Zehr (2002)

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RESTORATIVE TRIANGLE



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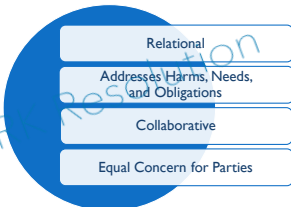


- Variations in process and purpose
- Indigenous practices
- Set of principles and values

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RESTORATIVE APPROACH



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- How can we increase opportunities for HP involvement in defining harm and potential repair?
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- How can the community be supportive of HPs and help meet their needs?

RESTORATIVE JUSTICE ASKS...
(Adapted from Pranis, 1997)

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THE ANONYMOUS THREAT

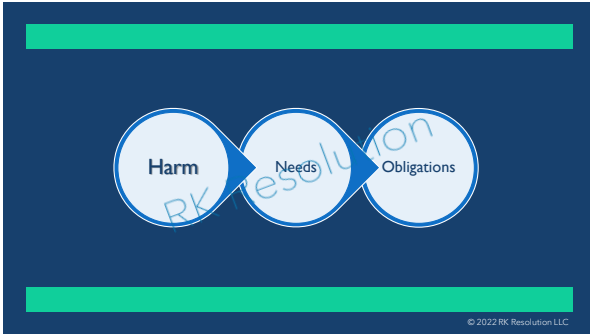
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RESISTANCE

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Harm

- Types of harm
- Responses to victimization
- How trauma manifests itself

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TRAUMA-INFORMED RESPONSES

- Prioritize physical and emotional safety
- Promote recovery and healing
- Empower
 - Control
 - True choice
- Give voice
- Provide predictability and transparency
- Culturally conscious

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NEEDS
—
HARMED
PARTIES

- Sense of safety
- Validation
- For impact to be heard
- Deeper understanding of what transpired
- Accountability
- Enhanced confidence the behavior will not recur

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RESPONSIBLE PARTIES

- Acceptance of responsibility
- Addressing causes
- Reintegration

Voicing the Harm

- Harm to others
- Harm to self
 - Damage to relationships
 - Destroyed trust
 - Lost opportunities

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EXCUSES
VS.
EXPLANATIONS



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IMPLEMENTATION:

WHAT DO I NEED TO THINK THROUGH? RK

Degree of Consensus	• Do the parties agree, by and large, about what occurred?
Voluntary	• Is there interest from both parties to address a matter through an informal resolution process?
Institutional Openness	• Are there restrictions, based in law, policy, or philosophy, that prohibit using restorative practices in particular situations?
Complainant Needs	• What would the impacted party like to achieve as a result of a resolution process?
Risk of Revictimization	• To what extent is the responsible party accepting responsibility and open to acknowledging the impact of their actions?

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IMPLEMENTATION:

WHAT DO I NEED TO THINK THROUGH? RK

Disciplinary Records	• Does the impacted party value the responsible person being found in violation?
Safety	• Are there safety concerns or power dynamics that make a restorative response high-risk with respect to ensuring the impacted party and campus community's safety?
Process & Facilitation	• Is a trained facilitator available?
Culturally Conscious	• Are resolution options offered equitably?

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RESTORATIVE JUSTICE IS A COMMUNITY APPROACH

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THE ROLE OF COMMUNITY

- Who is impacted and how?
- What are the needs?
- Whose obligation is the repair?
- How does community support the person harmed?
- How does community support the person responsible?

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COMMUNITY REPRESENTATION

- Articulate broader harm
- Voice needs for repair
- Share community resources
- Provide reintegration support
- Acknowledge demands for and promote community change

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PRE-CONFERRING

- Trust
- Support
- Transparency
- Preparation
- Goals
- Needs
- Not linear

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SCENARIO:
THE GROUP PROJECT

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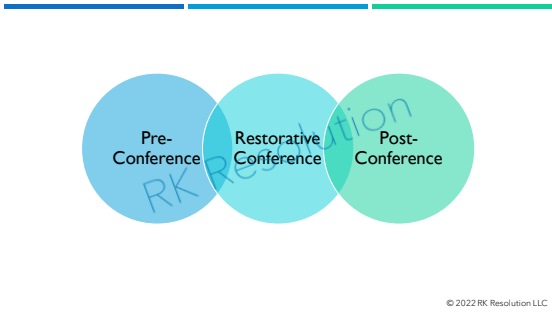
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POLICY & PRACTICE:
CONSIDERATIONS

- Confidentiality
 - Administrative processes
 - Legal proceedings
- Mandated Reporting
- Facilitator Selection, Boundaries
- Record-keeping
- Waiving of any rights

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SUPPORT PERSONS

- Friend
- Family
- Attorney
- Advocate

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USING SURROGATES

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CONSIDERATIONS

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ADDITIONAL SAFETY CONSIDERATIONS

- Physical Safety
- Emotional and Psychological Safety

- Physical location of circle
- Virtual circles
- Considerations re. law enforcement

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FRAMING ITEMS FOR REPAIR

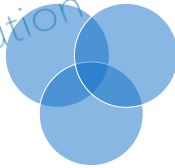
- Centering the harm
 - Promoting healing
 - Meaningful accountability
 - Prioritizing safety planning
 - Facilitating reintegration
- Logistics
 - "SMART"
 - Monitoring*

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POTENTIAL ITEMS

- Contact Restrictions
- Work / Learning / Living Arrangements
- Assessment & Treatment
- Psychoeducation
- Restitution
- Community Reparation
- Safety Plan
- Reintegration Measures



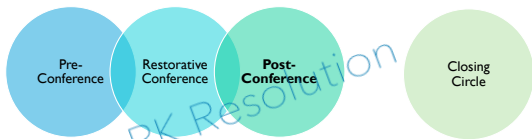
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POSSIBLE TERMS

- I understand that any party, including the College, can end an informal resolution process and resume the applicable student grievance procedures at any time.
- I understand that information obtained during the course of the informal resolution process will not be available for use during a formal grievance process.
- I understand that failure to complete the terms in this agreement may result in the case being referred to the formal resolution process and/or the Student Conduct process for failure to comply, and may impact the Respondent's eligibility to access College property.
- I understand that participation in an informal resolution process does not constitute a finding of responsibility for a policy violation and is therefore not part of the student's disciplinary file. Information regarding participation in the informal resolution process is maintained, however, as well as the agreement.
- I understand that if the Respondent is found responsible for a violation of any College policy in the future, this agreement can be considered when issuing sanctions for the Respondent.

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RESTORATIVE JUSTICE ASKS...

(Adapted from Pranis, 1997)

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MOVING FORWARD



HOW CAN WE REFRAME THE ISSUES?



WHAT POLICY OR PROCEDURAL CHANGES MAY BE NECESSARY?



WHO ELSE MAY REQUIRE EDUCATION?



WHO CAN HELP YOU PROMOTE THIS APPROACH?

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