



Restorative Justice/MTSS Integration Action Steps for Camden City Public Schools

A Blueprint for Successful Implementation

Tier 1 Implementation

Action Step 1: An Overview			
Leader Person/Position	Action Steps	Indicators	Timeline Completion
Administration	Administration schedule and participates in an overview of RJ/NJTSS integration	<input type="checkbox"/> RJ/NJTSS overview scheduled	Prior to implementation

Action Step 2: Assembling Tier 1 Team			
Leader Person/Position	Action Steps	Indicators	Timeline Completion
Administration	<p>Administration identifies a school-level tier 1 team responsible for community-building circles (CBC) & restorative conversations (RC) implementation</p> <p>Ex. dean, counselor, teacher leads, climate staff, social workers, APs</p>	<input type="checkbox"/> Tier 1 team identified <input type="checkbox"/> One member of this tier 1 team becomes a delegate, who will receive training and coaching support from central office	Once the overview is complete



Action Step 3: Tier 1 Team Roles & Responsibilities

Leader Person/Position	Action Steps	Indicators	Timeline Completion
Tier 1 Team	<p>Tier 1 team collaboratively establishes roles and responsibilities as well as meeting times</p> <p>Ex. roles and responsibilities: tier 1 team member (T1TM) 1 will support grades K - 3 T1TM2 will support grades 4 - 6 T1TM3 will support grades 7 - 8 and sit on the leadership team</p> <p>Ex. they meet every Wed for a team huddle from 10 - 10:45</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Tier 1 team creates roles and responsibilities that explicitly focus on tier 1 CBCs and RCs for all staff <input type="checkbox"/> Tier 1 team outlines a clear meeting schedule over the course of the year 	<p>Once the tier 1 team is assembled</p>

Action Step 4: CBC Planning & Scheduling

Leader Person/Position	Action Steps	Indicators	Timeline Completion
Administration & Tier 1 Team	<p>CBCs are intentionally planned into the school calendar and training is scheduled for the tier 1 team as well as the full staff</p> <p>Ex. CBCs happen every Wed from 9 - 9:45</p> <p>Ex. tier 1 team is trained in July. They turn the training around for full staff in late August.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> School admin and tier 1 lead designate time and space for tier 1 team to receive CBC and RC training <input type="checkbox"/> The schedule includes weekly 45-minute CBCs for all students <input type="checkbox"/> Schedule professional development (PD) dates for tier 1 team to train staff on CBCs & RCs 	<p>Once the tier 1 team is assembled</p>



Action Step 5: Tier 1 Team Training

Leader Person/Position	Action Steps	Indicators	Timeline Completion
Administration & Tier 1 Lead	Administration works with tier 1 lead to train the tier 1 team in CBC and RC	<input type="checkbox"/> Entire tier 1 team is trained in CBC <input type="checkbox"/> Entire tier 1 team is trained in RC	Once the tier 1 team is assembled

Action Step 6: PD Planning

Leader Person/Position	Action Steps	Indicators	Timeline Completion
Tier 1 Team	PD plan for all staff training and coaching	<input type="checkbox"/> Date and plan for all staff training on CBC and RC <input type="checkbox"/> 4-week coaching cycle is explained and scheduled to follow PD	Once the tier 1 team is trained

Action Step 7: Full Staff PD

Leader Person/Position	Action Steps	Indicators	Timeline Completion
Tier 1 Team	Tier 1 team trains full staff in CBC and RC	<input type="checkbox"/> Full staff has an understanding of CBC <input type="checkbox"/> Full staff has an understanding of RC <input type="checkbox"/> Full staff demonstrates a commitment to using CBC and RC in their classroom	Once the tier 1 team has planned the PD



Action Step 8: Establishing the 4-Week Coaching Cycle

Leader Person/Position	Action Steps	Indicators	Timeline Completion
Administration & Tier 1 Team	Tier 1 team creates a push-in support plan to support CBCs in classrooms Ex. push-in support plan: T1TM1 will support grades K - 3 T1TM2 will support grades 4 - 6 T1TM3 will support grades 7 - 8 and sit on the leadership team	<input type="checkbox"/> Tier 1 team is designated to support classrooms in CBCs and RCs <input type="checkbox"/> Schoolwide coverage plan accommodates and prioritizes tier 1 team's role in supporting CBCs and RCs	Once full staff are trained in CBC and RC

Action Step 9: Implementing the 4-Week Coaching Cycle

Leader Person/Position	Action Steps	Indicators	Timeline Completion
Tier 1 Team	Tier 1 team implements a 4-week coaching cycle for all staff, which includes facilitating a debrief circle on week 4. Ex. 4-week coaching cycle entails: week 1: T1TM models CBC Week 2: T1TM co-facilitates CBC with teacher Week 3: T1TM participates in CBC with teacher leading, providing coaching support Week 4: T1TM facilitates a debrief circle with grade groups	<input type="checkbox"/> All staff receives push-in gradual-release modeling and coaching from members of the tier 1 team <input type="checkbox"/> Week 4 debrief prioritizes CBC and RC celebrations, barriers, and supports <input type="checkbox"/> Tier 1 team creates a support plan for teachers needing additional coaching cycles	Once the 4-week coaching cycle is established



Action Step 10: Coaching Cycle 2

Leader Person/Position	Action Steps	Indicators	Timeline Completion
Tier 1 Team	Tier 1 team implements a targeted coaching cycle for teachers needing additional support.	<input type="checkbox"/> Targeted staff receive additional push-in gradual-release modeling and coaching from members of the tier 1 team <input type="checkbox"/> Debrief in week 4 identifies and plans for ongoing support needs for both CBC and RC	Once the initial 4-week coaching cycle is complete

Action Step 11: Debrief Circles With Tier 1 Team

Leader Person/Position	Action Steps	Indicators	Timeline Completion
Tier 1 Lead	Debrief circles are held with the tier 1 team	<input type="checkbox"/> Tier 1 lead facilitates debrief circles with tier 1 team that highlight CBC and RC implementation celebrations, barriers, and supports <input type="checkbox"/> Tier 1 team iterates implementation and provides an update to admin	Anytime after coaching cycles

Action Step 12: Youth Leadership Designation

Leader Person/Position	Action Steps	Indicators	Timeline Completion
Tier 1 Team	Tier 1 team designates youth RJ leaders (YRJL)	<input type="checkbox"/> All staff and students have the opportunity to provide input in the selection of YRJL <input type="checkbox"/> YRJL include natural leaders, including extra-love students, and those self	Once the initial 4-week coaching cycle is



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Action Step 13: Youth Leadership Planning & Scheduling

Leader Person/Position	Action Steps	Indicators	Timeline Completion
Tier 1 Team	Tier 1 team schedules YRJL training in CBC Ex. YRJL training is every Tues during advisory and is lead by Ms. X	<input type="checkbox"/> Dates and times for ongoing YRJL trainings are determined <input type="checkbox"/> Plan for who will support YRJL, where they will meet, and when	Once the youth leaders are identified and recruited

Action Step 14: Youth Leadership Training

Leader Person/Position	Action Steps	Indicators	Timeline Completion
Tier 1 Team	Tier 1 team trains YRJLs in CBC and RC	<input type="checkbox"/> Circle-based training is provided for YRJL on a weekly or biweekly basis	Once youth leadership training is planned

Action Step 15: Youth Leadership Implementation

Leader Person/Position	Action Steps	Indicators	Timeline Completion
Youth RJ Leaders	YRJL facilitate CBC in the classroom and community Ex. YRJL facilitate CBC every week in advisory	<input type="checkbox"/> YRJL facilitate in advisory (HS) and/or classroom <input type="checkbox"/> High school YRJL potentially partner with nearby K-8s and/or middle schools to support CBC	Once youth leaders are trained



	<p>Ex. YRJL push into the nearby elementary school to lead classroom CBCs every other Friday during advisory</p>		
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Tiers 2 & 3 Implementation

Action Step 16: Assemble the Care Team			
Leader Person/Position	Action Steps	Indicators	Timeline Completion
Administration	Assemble the care team Ex. dean, AP, climate staff, counselor, social worker, SSO, everyone involved in discipline, teacher leads	<input type="checkbox"/> Identify a group of staff members who operate outside the classroom setting that will support restorative progressive discipline (RPD)	Once tier 1 is in place

Action Step 17: Create a Behavior Management Flow Chart			
Leader Person/Position	Action Steps	Indicators	Timeline Completion
Administration & Teachers	Working with teachers in PLCs, grade groups, etc, create a flow chart outlining (1) behaviors that will be managed in the classroom through RPD and (2) behaviors that will result in an instance care team referral Ex. classroom managed behaviors: minor disruptions, play fighting, off task, etc. Ex. immediate care team referral: possession of a weapon, possession of drugs, fighting, bullying, harassment, etc.	<input type="checkbox"/> Teacher groups create their lists <input type="checkbox"/> The lists are reviewed by admin and finalized <input type="checkbox"/> The finalized flow chart is shared with full staff	Once the care team is assembled



Action Step 18: Restorative Progressive Classroom Management

Leader Person/Position	Action Steps	Indicators	Timeline Completion
Administration & Teachers	<p>Working with teachers in PLCs, grade groups, etc, review the three steps of RPD, giving time for teachers to flesh out step 1 (low-level interventions)</p> <p>Ex. three steps of RPD: low-level interventions may include: verbal and nonverbal redirections, full-class redirections, proximity, humor, etc.</p> <p>Ex. moderate-level intervention is an RC</p> <p>Ex. high-level intervention is a care call</p>	<ul style="list-style-type: none"> <input type="checkbox"/> All staff fully understand the three steps of RPD <input type="checkbox"/> Teachers had time to develop options for step 1 (low-level interventions) <input type="checkbox"/> All staff are fully trained in RCs, understand their place in RPD, and are comfortable using them <input type="checkbox"/> Care team is fully trained in RCs, understand their place in RPD, and are comfortable using them 	<p>Once the flow chart is complete</p>

Action Step 19: Establishing the Care Call Process

Leader Person/Position	Action Steps	Indicators	Timeline Completion
Administration & Care Team	<p>Care team establishes a daily schedule outlining when each member is on call and establishes a process to facilitate communication between a teacher requesting a care call and the care team</p> <p>Ex. schedule of care team</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Daily care call schedule is posted where all care team members can access it every day at the beginning of their shift <input type="checkbox"/> Care call communication process is clearly established connecting teachers with the care team 	<p>Once RPD is set up in the classrooms</p>



	<p>members on call: Period 1: dean, AP Period 2: dean, climate staff #1, Climate staff #2, counselor Period 3: AP, Climate staff #2 Period 4: dean, counselor, teacher lead ELA Period 5: teacher lead math, AP Period 6: climate staff #2, climate staff #3, dean Period 7: counselor, AP, climate staff #3</p> <p>Ex. communication process: Teacher calls the main office. The secretary in the main office puts a call out on the walkie-talkie asking for a care call in room X. A care team member on call responds to the secretary over the walkie saying their name and copy.</p>		
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Action Step 20: Care Calls			
Leader Person/Position	Action Steps	Indicators	Timeline Completion
<p>Care Team</p>	<p>Care team understands the three action steps they can take when responding to care calls, each involving an RC as a triage point</p> <p>Ex. care team member arrives at the classroom, pulls the student into the hall, where they can privately engage in an RC. Based on the RC, care team member</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Care team is fully trained in RC <input type="checkbox"/> Care team understands the three action steps they can take when responding to a care call 	<p>Once the care call process is established</p>



	<p>will then either:</p> <ol style="list-style-type: none"> (1) Return the student to class (least restrictive) (2) Push into the classroom with the student, re-engaging them on the assignment, then fading out (moderately restrictive) (3) Invite the student to a private space for a more indepth RC (most restrictive) 		
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Action Step 21: Establishing the Care Team Referral Process

Leader Person/Position	Action Steps	Indicators	Timeline Completion
Care Team	<p>A care team referral process is clearly established for when (1) an immediate care team referral is generated or (2) teachers follow the three steps of RPD and result is a care team referral</p> <p>Ex. care team referral process:</p> <ol style="list-style-type: none"> (1) Student is given a referral form by their teacher and walks to the main office (2) In the main office, student is given a reflection form by the secretary to complete while they wait for a care team member to become available (3) Student completes the 	<ul style="list-style-type: none"> <input type="checkbox"/> All staff understand the care team referral process <input type="checkbox"/> Care team referral forms are provided to teachers and are simple to complete, providing the care team with the info they need to properly reflect with the student <input type="checkbox"/> Reflection forms are available in the space where students go when they receive a care team referral and these forms are differentiated appropriately regarding grade level, cognitive ability, and English language level 	Once the flow chart is complete



	<p>reflection form</p> <p>(4) Care team member meets with the student to reflect with them and plan for classroom re-entry</p>		
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Action Step 22: Establishing the Re-Entry Conversation Process

Leader Person/Position	Action Steps	Indicators	Timeline Completion
Care Team & Teachers	To close communication loops, if a care team referral is generated, the student goes through the care team referral process followed by a re-entry conversation that takes place between the teacher, student, and care team member prior to the student re-entering the classroom	<input type="checkbox"/> All staff understand the re-entry process, are trained in RCs, and are fully prepared to have a productive, guilt-free, shame-free, lecture-free, judgment-free conversation when the student returns to class	Once the care team referral process is complete

Action Step 23: Restorative Alternatives to Punitive Discipline

Leader Person/Position	Action Steps	Indicators	Timeline Completion
Care Team	<p>Care team members employ a suite of tier 2 & 3 interventions to provide restorative alternatives to punitive discipline</p> <p>Ex. this suite includes: Restorative conversations used to address low-level conflicts</p>	<input type="checkbox"/> Care team trained in HHC, WC, COSA, and other restorative alternatives to punitive discipline <input type="checkbox"/> Clear delineation between which care team members are responsible for HHC, WC, and COSA	Once the care team is assembled



	<p>and other concerns Harm & healing circles as a form of restorative mediation Circles of support & accountability as a form of restorative student support planning Welcome circles as post-suspension restorative re-entry As well as community service projects and research projects/presentations</p>		
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