



## NJTSS Menu

### Aligning New Jersey Tiered Systems of Support with Transformative/Restorative Justice-Practices & Social-Emotional Learning

**Objective:** creating a comprehensive menu of school climate & culture supports that aligns and unifies schools and central office around common language and interventions while maintaining autonomy across schools.

This menu can also act as a foundation to build district professional development supports for schools as well as a guide outlining tools, materials, and resources supporting the implementation of activities and interventions from this menu.

Important to note: this menu was developed by a group of school district designees representing every school in the district and incorporates feedback from the central office leadership team.

#### Draft NJTSS Menu\*

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> <li>● Community-building circles</li> <li>● Community meeting</li> <li>● School-wide meditation</li> <li>● Town hall assemblies</li> <li>● SEL days</li> <li>● Restorative reward systems</li> <li>● School-wide surveys</li> <li>● Youth leadership &amp; empowerment</li> </ul>	<ul style="list-style-type: none"> <li>● Harm &amp; healing circles</li> <li>● Group restorative conversations</li> <li>● Organized recess</li> <li>● Small group CBC/CM</li> <li>● Use of reflection, restoration, &amp; calm rooms</li> <li>● Youth leadership &amp; empowerment</li> </ul>	<ul style="list-style-type: none"> <li>● Restorative conversations</li> <li>● Welcome circles</li> <li>● Circles of support &amp; accountability</li> <li>● Use of reflection, restoration, &amp; calm rooms</li> <li>● Youth leadership &amp; empowerment</li> <li>● Restorative mentoring</li> </ul>

**\*For definitions of each strategy/intervention on this menu, please see glossary below**



## The NJTSS Team & Subcommittees

The NJTSS team meets \_\_\_\_\_ to discuss trends in the building (using both qualitative and quantitative forms of information) and to develop an action plan to address whatever challenges arise.

### **Types of quantitative information reviewed by NJTSS team**

- Suspensions
- Serious incidents
- Attendance
- Office referrals per classroom and student
- Teacher retention
- Academic scores
- Care calls per classroom and student
- Log from RRCR
- Trends in HHCs, COSA, and WCs

### **Types of qualitative information reviewed by NJTSS team**

- Staff-developed surveys focusing on (1) what's going well, (2) what are the barriers to success, (3) what supports are needed, (4) what are folks committing to doing to address the barriers
- Student-developed surveys focusing on relationships/sense of support and belonging

[Sample NJTSS team action planning meeting agenda](#)

Please note: an NJTSS team meeting can use CBC/CM structure

### **NJTSS team subcommittees**

Tier 1 teams responsible for the implementation of tier 1 strategies, including pushing into classrooms to gradually release CBCs and CMs

Care teams responsible for the implementation of tier 2 and 3 strategies, including supporting classrooms/RPD through care calls



### **Next Steps for Implementation**

1. Leadership adds feedback and finalizes NJTSS Menu
2. NJTSS Menu is created for school use
3. Contents from NJTSS Menu are used to create a training scope & sequence for the group of school designees leading the TRJP/NJTSS integration work
4. Training scope & sequence delivered biweekly
5. Meetings with school leadership is scheduled to review [implementation scope & sequence](#)
6. School implementation begins
7. School designees use the NJTSS Menu to create a comprehensive guide to the work, including tools, materials, and resources aimed at implementation support
8. Professional development of additional school district groups (i.e. SSOs) begins



**Glossary of key terms and definitions:**

Acronym	Term	Definition
NJTSS	New Jersey tiered systems of support	<p>A suite of supports based on a three-tiered approach that includes school-wide prevention/mitigation (tier 1), group interventions (tier 2), and individual interventions.</p> <p><b>Tier 1:</b> preventative/mitigative strategies for all students to participate in</p> <p><b>Tier 2:</b> interventions for targeted groups</p> <p><b>Tier 3:</b> interventions for individual students</p> <p><u>Please note:</u> the tiers don't necessarily indicate severity. For example, a tier 2 support could be more restrictive/severe than a tier 3 support. Tier 3 doesn't always mean the most restrictive/severe.</p>
TRJP	Transformative/restorative justice-practices	<p>Instituting a “we” approach to building communities, healing harm, peacefully resolving conflicts, and providing support to those most in need.</p> <p>TRJP is often associated with providing restorative alternatives to punitive school discipline as a measure to combat harmful zero-tolerance disciplinary practices that push kids out of schools and into the criminal justice system. <b>TRJP is a clear solution to the problem of dismantling and disrupting the school-to-prison pipeline.</b></p>
RPD	Restorative progressive discipline	<p>Restorative disciplinary practices that start with the least restrictive intervention and move to more restrictive interventions if necessary.</p> <p>RPD is a form of classroom management that asks teachers to try three unique interventions that move from least restrictive to most restrictive prior to writing an office referral. For</p>



		<p>example, if a student is engaging in unwanted behavior, a teacher follows these progressive steps:</p> <ol style="list-style-type: none"> <li>1. General low-level classroom management techniques (i.e. proximity, verbal, nonverbal, or full-class redirection). If that doesn't work, then:</li> <li>2. Restorative conversation using the threshold technique. If that doesn't work then:</li> <li>3. Call the care team, who has a restorative conversation with the student. If that doesn't work:</li> <li>4. Write an office referral, send the student to the care team, and call home</li> </ol>
SEL Days	Social-emotional learning days	<p>A highly structured event that focuses on SEL skill-building aligned to the five SEL competencies outlined by CASEL.</p> <p><a href="#">RPD and SEL integration map</a></p> <p>An SEL day includes fun activities, games, dance/music, food, community-building exercises (i.e. CBC and CM), art, and mindfulness.</p> <p><b>Youth leaders can help plan and lead activities during an SEL day.</b></p>
RC	Restorative conversation	<p>A foundational TRJP intervention that is used as both a tier 2 and tier 3 intervention. It's by far the most used TRJP intervention and one that has a high impact.</p> <p><b>Every adult in the school community should be proficient at using RCs with students, parents, and each other.</b></p> <p>RCs focus on having productive, difficult conversations that are (1) free of guilt, shame, judgments, and lectures, (2) express love, concern, and respect, and (3) are a structured</p>



		<p>way to make a plan to move forward.</p> <p><a href="#">RC information</a></p> <p>RCs are a key part of RPD and classroom management.</p> <p>RCs are used as triage for other interventions. For instance, during a RC, a student reveals that they are involved in an unresolved conflict that is leading to behavior and attendance concerns. An HHC is recommended.</p>
CBC	Community-building circle	<p>A structured process to intentionally build community in classrooms that incorporates autonomy and equity of voice.</p> <p><b>Weekly practice that takes approximately 45 minutes.</b></p> <p><a href="#">CBC template</a></p> <p><a href="#">Bank of opening and closing activities</a></p> <p><a href="#">Bank of CBC activities differentiated by grade and SEL competency</a></p> <p>The CBC process is:</p> <ol style="list-style-type: none"> <li>1. Opening</li> <li>2. Review guidelines</li> <li>3. Values round</li> <li>4. Discussion and/or activities round(s)</li> <li>5. Closing</li> </ol> <p>A CBC incorporates autonomy in that it can include:</p> <ul style="list-style-type: none"> <li>● Discussion rounds</li> <li>● Art integration</li> <li>● Dance, music, and movement</li> <li>● Games</li> <li>● Team-building activities</li> <li>● Mindfulness and meditation</li> <li>● Check-in</li> </ul>



		<p><b>Youth leaders can plan and facilitate circles in their classrooms and push into the classrooms of lower grades to facilitate circle.</b></p>
<p>CM</p>	<p>Community meeting</p>	<p>A structured process similar to CBC that intentionally builds classroom community.</p> <p><b>Daily practice that takes approximately 15 minutes.</b></p> <p>The CM process is:</p> <ol style="list-style-type: none"> <li>1. Opening</li> <li>2. Review guidelines</li> <li>3. Discussion and/or activities round(s)</li> <li>4. Closing</li> </ol> <p>The major differences between a CBC and a CM are:</p> <ul style="list-style-type: none"> <li>● CBC uses a talking piece to ensure every student has the opportunity to participate. This leads to richer discussions/participation but also takes longer, which is why CBC is a weekly practice and CM is daily</li> <li>● CMs don't necessarily take place in circle</li> </ul> <p>Like CBC, CM incorporates autonomy in that it can include:</p> <ul style="list-style-type: none"> <li>● Discussion rounds</li> <li>● Art integration</li> <li>● Dance, music, and movement</li> <li>● Games</li> <li>● Team-building activities</li> <li>● Mindfulness and meditation</li> <li>● Check-in</li> </ul> <p><b>Youth leaders can plan and facilitate CMs in their classrooms and push into the classrooms of lower grades to facilitate</b></p>



		<b>CMs.</b>
SWM	School-wide meditation	<p>Meditation is led daily or weekly either over the loudspeaker or by teachers at a designated time of day.</p> <p>Meditation and mindfulness can also be incorporated in CBC and CM.</p> <p><b>Youth leaders can facilitate the meditation/mindfulness activities with adult support.</b></p>
THA	Town hall assemblies	<p>Opportunities to bring together the full school and/or grade groups in order to:</p> <ul style="list-style-type: none"> <li>● Celebrate</li> <li>● Have fun</li> <li>● Disseminate information</li> <li>● Participate in student performances</li> </ul> <p><b>Youth leaders can facilitate town halls. When planning a town hall, which aspects can be led by youth?</b></p>
RRS	Restorative reward systems	<p>Reward systems can be tricky. Often the students who need more incentives aren't the ones who earn them. <b>Support shouldn't be earned but freely given.</b></p> <p>Reward systems tend to fall under the behaviorist paradigm of behavior modification (punishment and reward). <b>Behavior of a struggling student does not need modification and is not a trauma-informed solution. What needs to be modified is the environment and circumstances impacting the child.</b></p> <p>Incentives can be based on classes competing against each other for a prize rather than focusing on individuals.</p> <p>Incentives can be part of a restorative mentoring relationship if an XL student is</p>



		<p>motivated in that way.</p> <p><b>When a student is struggling, their behavior is telling us that they need more, not less—they need support not punishment.</b></p>
SWS	School-wide surveys	<p>Surveys used to gather qualitative information for the NJTSS team in order for them to make informed decisions. Surveys can include staff, students, families, and community members.</p> <p>Some questions to consider:</p> <ul style="list-style-type: none"> <li>● What’s going well? What can you celebrate?</li> <li>● What are the barriers to success?</li> <li>● What support do you need to overcome the barriers?</li> <li>● What are you willing to commit to doing to overcome the barriers?</li> </ul> <p><b>Youth can provide feedback on what questions to ask in the survey.</b></p>
HHC	Harm & healing circle	<p>Restorative mediation that can be used:</p> <ol style="list-style-type: none"> <li>1. To peacefully resolve low-level conflicts</li> <li>2. As a restorative alternative to suspension and punitive discipline</li> </ol> <p><a href="#">HHC stepper</a> <a href="#">HHC agreements form</a></p> <p>The HHC process is:</p> <ol style="list-style-type: none"> <li>1. Prep</li> <li>2. Opening</li> <li>3. Review guidelines</li> <li>4. Values round</li> <li>5. Discussion rounds</li> <li>6. Closing</li> </ol> <p>The objective is to reach agreements that are never broken.</p>



		<b>Youth leaders can facilitate HHC. This is often called peer mediation.</b>
OR	Organized recess	<p>Structured games and activities that often include adult participants offered at recess</p> <p><b>Youth leaders can plan and lead games/activities.</b></p>
WC	Welcome circle	<p>Restorative entry and re-entry for students either new to the school community or returning to it from incarceration, suspension, or other long-term absences.</p> <p>Same structure as a CBC.</p> <p>The objective of a WC is to warmly welcome someone, cultivating a deep sense of belonging. They are often also used to unpack school-wide values and expectations. Sometimes families are included, and sometimes facilitators decide to break bread.</p> <p><b>Youth leaders can plan and facilitate WCs.</b></p>
COSA	Circles of support & accountability	<p>Restorative student support planning used to:</p> <ol style="list-style-type: none"> <li>1. Provide support to a student struggling with attendance, behavior, academics or a combination of the three</li> <li>2. As an alternative to punitive discipline like expulsion</li> </ol> <p>The COSA process is:</p> <ol style="list-style-type: none"> <li>1. Prep</li> <li>2. Opening</li> <li>3. Review guidelines</li> <li>4. Values round</li> <li>5. Discussion rounds</li> <li>6. Closing</li> </ol> <p>COSA generates a <a href="#">restorative student support plan</a> that is restorative because:</p> <ul style="list-style-type: none"> <li>• It's created collectively by a group of</li> </ul>



		<p>stakeholders usually including the student, family, community members, teachers, admin, counselors, social workers, and climate staff</p> <ul style="list-style-type: none"> <li>● Not only are student goals generated pertaining to attendance, behavior, and academics, but every stakeholder leaves COSA with action steps to support the goal—it takes a village mentality</li> </ul>
YLE	Youth leadership & empowerment	<p>Youth, including and especially XL students, can be empowered through taking on leadership roles related to climate &amp; culture. For instance, youth can lead and support:</p> <ul style="list-style-type: none"> <li>● Community-building circles</li> <li>● Community meeting</li> <li>● Harm &amp; healing circles (peer mediation)</li> <li>● Welcome circles</li> <li>● SEL days</li> <li>● Organized recess</li> <li>● School-wide surveys</li> <li>● School-wide mediation</li> <li>● Town hall assemblies</li> </ul> <p><a href="#">Youth leadership &amp; empowerment guide</a></p>
RRCR	Reflection, restoration, & calm rooms	<p>Rooms in the school building that are used to:</p> <ul style="list-style-type: none"> <li>● De-escalate students</li> <li>● Have RCs</li> <li>● Meet as the care team</li> <li>● Hold HHCs, WCs, and COSA</li> <li>● For small-group CBCs and CMs</li> </ul> <p>RRCRs are typically arranged in centers and can include:</p> <ul style="list-style-type: none"> <li>● A quiet, comfortable, isolated space</li> <li>● A library</li> <li>● Computer center</li> <li>● Music center</li> <li>● Sensory center</li> </ul>



		<ul style="list-style-type: none"> <li>● Comfy chairs or sofas for longer RCs</li> <li>● Chairs arranged in a circle for CBCs, HHCs, WCs, and COSA</li> <li>● Art center</li> </ul> <p><b>Care team members should control access to this space and track which students enter at what time of day.</b></p>
RM	Restorative mentoring	<p>Restorative check-in check-out (CICO) style of targeted mentoring using activities/interventions like CBC, CM, HHC, RC, WC, &amp; COSA</p> <p>An XL student is paired with a staff member that they trust. Each morning, they use a RC to check-in, and at dismissal, they use a RC to check-out. Sometimes this involves goal-setting and progress checks, but this <b>always includes warm words of encouragement that make the students feel respected and loved.</b></p> <p>If a student receiving restorative mentoring is having a conflict, the mentor can facilitate, co-facilitate or participate in a HHC.</p> <p>If a student receiving restorative mentoring is re-entering the school community after incarceration, suspension, or a prolonged absence, the mentor can facilitate, co-facilitate or participate in a WC.</p> <p>If a student receiving restorative mentoring is in need of targeted SEL skill building (i.e. anger management) and agrees to participate in a group, the mentor can facilitate, co-facilitate or participate in a CBC or CM based on the targeted SEL skill.</p>



		<p>If a student receiving restorative mentoring is seriously struggling with attendance, academics, and/or behavior and other strategies have not been successful, the mentor can facilitate, co-facilitate or participate in a COSA.</p>
XL Student(s)	Extra-love student(s)	<p>Students who struggle the most with academics, attendance, and/or behavior typically due to unresolved trauma. These students tend to need more love, patience, and support than other students. <b>XL students require tier 3 (individualized) supports.</b></p>
CT	Care team	<p>Rebranded discipline team responsible for supporting restorative progressive discipline and implementing tier 2 and 3 interventions.</p> <p>Care teams often include traditional members of discipline teams, like climate staff, deans, and APs but also include counselors, social workers, SSOs, teacher leaders, youth leaders, and other school community members not always associated with school discipline.</p> <p><a href="#">Care team implementation action planning tool</a></p> <p>Care teams are responsible for responding to care calls as part of the RPD classroom management structure. When a care team member responds to a care call, they engage the students in restorative conversations and have three options for next steps:</p> <ol style="list-style-type: none"> <li>1. After a RC in the hall, the care team sends the student back to class</li> <li>2. After a RC in the hall, care team member pushes into class with the</li> </ol>



		<p>student to support them in re-engaging with the lesson then fades out</p> <ol style="list-style-type: none"><li>3. After a RC in the hall, care team members escort the student to a private space to have an extended RC and may lead to other interventions (i.e. a HHC if the student reports involvement in a conflict)</li></ol>
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