**RJ Intervention Process Steps**

1. Receive referral (verbal/electronic)
   1. IF it’s verbal, enter a new referral through the google form
2. Follow up with referrer within 24 school day hours and set up a time to briefly discuss the referral in person or over the phone
3. Meet with referrer/Screen the issue
   1. Learn about the situation
   2. Assess whether RJ is the right fit. If not, screen out and help referrer connect with another resource (ie Teen Clinic, guidance, admin etc.)
   3. Consider various tools: Circle, mini-circle, brief mediation
   4. Arrive at an agreed upon approach with the referrer
   5. Explain next steps
4. Start a list of everyone who might be in the circle. This will evolve as you prep each participant.
5. Prep each person for the circle. Meet with the person/people at the center of the issue first
   1. See document titled “Teacher/staff/student prep”
   2. You may want to collect phone #s so that once the circle is scheduled, you can inform participants via text
   3. If student is suspended, do prep DURING suspension
6. Create a circle plan
   1. Adapt from previous templates or Suffolk book
   2. Leave roles blank so you can fill in with peer leaders (PLs)
7. Schedule intervention
   1. Attempt to schedule all circles within one week of the original referral, if not sooner
   2. Attempt to schedule DURING suspension so that students miss less class; advocate for more SSR suspensions rather than out of school. Get admin approval for this.
   3. Review the schedules of all students involved and try to schedule during an elective vs core classes
   4. Notify administration/referrer of the date and time
   5. Inform all participants of the date and time
8. Peer leader prep
   1. Select peer leaders based on the following
      1. Preference of participants in the circle (you can run names by them during their prep meetings)
      2. Good fit for the circle topic and participants
      3. Try to give all peer leaders opportunities to practice (don’t rely on the same few PLs over and over)
      4. Check to see which PLs are already involved in a circle this week
      5. Look at their schedules and figure out whether their schedule will work based on what class they would need to miss
   2. Review the circle plan and assign roles
   3. PRACTICE each question and how the peer leader will lead the round
      1. Coach them on what to share and how to answer the question
   4. Give each PL a pass that they need to have their teacher sign and bring back giving permission to participate
9. Teacher notification
   1. Send an email to the teachers who will have students miss their class with a list of students involved in the process
   2. Collect permission forms from PLs
10. Day-of reminders
    1. Text all students involved in the circle the night before or morning of the circle to remind them
    2. If you are concerned about students forgetting, call them in the class before the circle a couple minutes before the end and ask their teacher to send them to you at the end of class
11. Agreements
    1. During the circle, take notes on agreements made and who should be informed of those agreements
    2. After the circle, type up an agreement form. Share the document with any school staff who participated or was supposed to be informed of the circle.
    3. Review your own role in upholding the agreements
       1. Schedule a follow up circle if one was agreed to
       2. Schedule 1-1 follow up meetings if agreed upon
    4. If other adults hold important pieces of the follow up, send an email to remind them of their role and ask to be kept informed of progress
12. Follow up circle
    1. Make sure to follow through on your commitments to follow up
    2. Use existing templates but be sure to change check in questions and adapt to fit the situation
    3. Follow up circles may include the same group of people, or you may choose to have a smaller group