

PVPA Restorative Behavior Flowchart

Minor: Any Adult Intervenes

Name behavior and review expectation, then redirect to activity

Resolved
Give positive recognition

Not Resolved

Utilize Classroom Strategies

Use Restorative Dialogue
Reduce distractions
Attempt to discern underlying need
Avoid escalations or power struggles

Resolved
Give positive recognition

Not Resolved
Communicate with home directly

Still Not Resolved
Report incident in Restorative Referral Form

Examples of Minor Concerns

- Indirect profanity/gestures that offend others
- Non-compliance/Disrespect/Defiance
- Non-participation
- Physical rough housing/boundary violations
- Disruption
- Clothing that is distracting or offensive to others
- Use of electronics during class time
- 1-2 Tardies to class on occasion
- 1-5 unexcused absence in a semester
- Classroom sign out policy violation
- Property Misuse

VS. Examples of Major Concerns

- Directed profanity/gestures that offend or threaten others
- Non-compliance/Disrespectful/Defiance
- Plagiarism
- Property Damage
- Fighting/Physical Aggression
- Bullying/Harassment/Teasing (including online)
- Frequent Tardies to class (1-2 per week)
- Skipping Class / <5 unexcused absences per semester/Truancy
- Theft
- Tobacco/Alcohol/Drugs
- Weapons/Firearms/ Knives
- Open Flames/Lighters
- Leaving School Grounds without Permission
- Vandalism
- **Any repeated or acute minor concerns**

Menu of PVPA Behavioral Interventions:

- Student and Family Communication
- Mediation
- Restorative Dialogue, Circle and Conference
- Counseling Support
- Supervised Lunch Circle
- Written Warning
- Restorative Actions
- In-School and out-of-school Suspension
- Probation

Major: Administrators Intervene

Immediate Admin-On-Call

Administrative Response w/in 24 hours

Call Main Office (x112):
Share brief description of concern; Arrange for student to meet with admin or sit in office; Request for admin to accompany student OR tell office that student will go to office independently.

Submit report using Restorative Referral Form
AND
Contact parent/guardian about concern and confirm that they received your communication.

Review email reply within 24-48 hours from RRF to be aware of admin action (see next page).

Ongoing Classroom Restorative Practice Considerations

- PVPA C.A.R.E.S. Class expectations/HOWLS in courses are clearly articulated, taught and consistently referred to.
- Positive recognition 5:1 - Verbal and written praise, C.A.R.E.S. tickets, whole-class goals/recognition
- Use positive community and relationship building strategies, such as Community-building circles,
- Use Restorative Dialogues, affective statements and relational strategies when issues arise
- Enlist family support early and when needed.
- Access Mental Health Team for assistance determining root cause of behavior and/or assistance with behavior related to disability.
- Access Office of School Culture for assistance and support with all Restorative Practices
- Avoid shaming/blaming, escalation and power struggles with students. Seek support as needed

Immediate Administrative Intervention Follow-up

1. Administrator will meet with student and work with student to address concerns and return to class
2. Administrator will communicate follow up with teacher, and include school counselor and academic support teacher (if appropriate). If this is a repeated incident then student will be referred for a Restorative Intervention or disciplinary action
3. Administrators will engage the family as support and schedule restorative and /or disciplinary meetings as needed

Restorative Referral Form

- Access the form through the PVPA Staff Website
- All reports will be reviewed by the Dean of School Culture and be referred to either:
 - Peer Restorative Justice (**low-level** peer-to-peer conflict or student behavior infraction)
 - Restorative Intervention (conflicts or infractions where there is accountability present)
 - Traditional Discipline (conflicts or infractions where there is **NO** accountability present)
- All reports will receive a follow up email containing the actions being taken
- Restorative Intervention may allow for teacher participation in the restorative process. Traditional discipline is confidential and cannot be disclosed
- **Action taken may include both traditional discipline and restorative intervention**