**Restorative Practice in Practice at CHA**

**Step 1**

The teacher attempts to give the student a **nonverbal cue**.

* Shaking head “no”,
* Raising eyebrows,
* Tap on student desk
* The teacher might also talk with the student to develop a nonverbal cue that works for him/her.

**Step 2**

The teacher attempts to **engage with the student in the most “non-threatening” way** that will curb the “disruptive behavior”.

* The teacher might do this by bending down beside the student and whispering a correction.
* The teacher might walk by and tap the student’s desk.
* The teacher might ask the student to talk one-on-one in the hallway. (If this is the choice, the teacher should begin the conversation by asking the student what he/she needs in order to get and stay on task today.)

This interaction should be conducted as discreetly as possible.

**Step 3**

If the behavior does not change, the teacher should ask the student to step in another teacher’s classroom to complete a **“Think-it-through”**. The student must complete the sheet in its entirety and return to class. This should be completed, and the student should return to class in 10-15 minutes. (The student should not remain in the other teacher’s classroom the entire class period. This activity is meant to give students an opportunity to reflect on their behavior.)

**Step 4**

If the student returns to class and continues to exhibit the same behavior, the teacher should **write a referral in Educator’s Handbook** and should indicate what has happened in each step prior to writing the referral. The referral should be written with only FACTUAL language. If the student’s behavior is so egregious that he or she cannot remain in class, the student should be sent to another teacher’s class to remain for the rest of period. If the student is a threat to him or herself and/or others, the student should be sent to the principal’s office. When sending a student to the principal’s office, please send an email or make sure the referral is documented in Educator’s Handbook in order to ensure that the principal can respond appropriately.

**Step 5**

Once a referral is written in Educator’s Handbook, it is the responsibility of that student’s advisor to **process the referral in Educator’s Handbook**. In order to ensure each advisor knows when one of his/her students has received a referral, each advisor should create a roster in Educator’s Handbook of his/her advisory, and by doing so, will receive an email every time one of his/her advisees receives a referral.

**How to create a class roster in Educator’s Handbook**

1. On the homepage, click on “Rosters” in the Dashboard on the left-hand side of the screen.
2. Click “Create a New Roster”
3. Click “New Roster” and type the name of the group, for example, “2015-2016 Trinkle Advisory”
4. Search the name of each advisee where it says “Add a Student”. Clicking on a student’s name will automatically add them to the roster
5. To finish, click “Save Roster” at the bottom

To process the referral, the advisor MUST meet with the student and discuss the behavior and the two should work together to decide on consequences. A list of consequences is included in Educator’s Handbook.

**Think-it-through**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_\_

**CHA Core values**

*I will respect the right of others to be treated with kindness.*

*I will take responsibility for my own actions.*

*I will make the right decisions independent of others and I will take care of myself.*

*I will model integrity by being honest and having self-control.*

1. Based on the CHA Core values, which of the core values did you **NOT** exhibit in class today. Explain.

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1. What will you do differently when you return to class? Why are you choosing to do this differently?

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1. How did your behavior impact your class? (Think carefully about this question. Did the teacher stop the lesson? Did other classmates stop to focus on you?)

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1. What will you do to make things better with your teacher and your class?

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Student signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_