

North Valley Academy

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Restorative Discipline Handbook

2025 - 2026

Mission Statement

North Valley Academy Charter School is committed to providing all students with a rich and well-balanced education, through a rigorous focus on Mathematics, Language Arts, and an emphasis on Health and Wellness.

Student Mission Statement: I will improve myself and my academic success.

Vision Statement

North Valley Academy is a creative, dynamic school community where students are engaged and empowered to pursue their intellectual and emotional growth through strong, activities-based instruction and a stable school environment.

Teacher Vision Statement: We commit to foster growth, stir passion, and be accountable.

Educational Core Values

- Every student has the right to a high quality education.
- Education should nurture the “whole” child.
- Teachers are responsible for engaging in professional development.
- Student achievement should be measured continually, in relation to potential and with regard to educational goals.
- Curriculum will be relevant.
- School environment will be clean, safe, and conducive to learning.

NVA School Wide Expectations

- Be Kind
- Be Safe
- Do Your Best

Discipline Framework

Each student has unique personal, social and emotional needs. As a result, each disciplinary situation becomes singular in nature. Consequences for inappropriate choices provide the best learning opportunity when matched to the situation. Research proves when students see a connection between their behavior choices and resulting consequences they learn from their mistakes.

Our goal at NVA is to develop students academically and help them become responsible citizens who demonstrate appropriate social behavior. We believe emotional growth and well-being depend on the development of positive, honest relationships.

NVA uses restorative practices that are designed to promote accountability through repairing the harm, building relationships, and fostering community growth. Communication and dialogue play large roles with restorative practices as does employing restorative language.

Policy and Procedure

The NVA staff dedicates itself to these beliefs that provide a guide for dealing with behavior. They guide our attempts to individualize disciplinary procedures and to help students see direct connections between their behavioral choices and the resulting consequences. All students need a school-wide system of support with social/emotional learning training which includes positive proactive consequences, active supervision and monitoring, firm, fair and connected accountability.

A small number of students may need classroom and small group strategies and further interventions to be successful. Mentors, increased academic support, self-management assistance and consistent consequences are strategies to assist in growth and academic achievement.

An even smaller number of students may need intensive, individual interventions with multi-agency interventions and planning. For major infractions of safe school issues, other interventions are indicated on the following chart.

The following statement incorporates the foundational principles of social/emotional learning and will be followed:

Teachers will manage behavior in their classrooms. Only major offenses (indicated in the following text) will be referred to the administration. Teachers will set up their own classroom behavioral expectations, procedures and in-class policies. Those policies will align to NVA's core framework. The administration will act as a support to the teachers as they work with their students. If a teacher sends a student to the office, the teacher will need to communicate that with the parent. Administration may schedule a follow up meeting to discuss the behavior and consequences. *The teacher has the authority to administer appropriate intervention with students who do not cooperate in class.*

Growth Mindset

Students with a fixed mindset believe that their intelligence and talent are innate traits that don't change. For example, they might say "I just can't learn math." These students typically worry

about not looking smart, get upset by mistakes, and give up sooner on tough tasks. Students with a growth mindset believe that ability can change as a result of effort, perseverance, and practice. You might hear them say, "Math is hard, but if I keep trying, I can get better at it." Students with a growth mindset see mistakes as ways to learn, embrace challenges, and persist in the face of setbacks. High-performing students and low-performing students may have either mindset.

Studies show students with a growth mindset:

- Are more motivated and engaged, even when work is challenging
- Are more likely to review or revise their work
- Score better on math and verbal standardized tests
- Fail fewer classes and have higher GPAs
- Are more likely to persist in high school and college

Teachers are encouraged to teach students about growth mindset in the classroom daily.



PBIS

Positive Behavioral Interventions and Supports (PBIS) is an approach schools use to promote school safety and good behavior. With PBIS, schools teach kids about behavior expectations and strategies. The focus of PBIS is prevention, not punishment.

PBIS Guiding Principles:

- Students can learn behavior expectations for different situations.
- Schools teach expected behaviors through explicit instruction, with opportunities for students to practice behavior and get feedback.
- Stepping in early can prevent more serious behavior problems.
- Each student is different, so schools need to give many kinds of behavior support.
- How schools teach behavior should be based on research and science.
- Tracking a student's behavior progress is important.
- Schools gather and use data to make decisions about behavior interventions.
- School staff members are consistent in how they encourage expected behavior and discourage misbehavior.

Tier 1: Focus is to provide access to (teach) essential academic and social behavior standards for all students schoolwide and in every classroom (prevention).

Tier 2: Focus is to provide additional reteaching (intervention) opportunities and supports to help students learn and demonstrate the taught essential academic and social behavior standards.

Tier 3: Focus is to provide frequent, intensive interventions (remediation) based on the behavior's function and to give structures and supports for the identified essential academic or social behavior standards.

Restorative Practices

Restorative practices objectives:

- Provide students with ample opportunities to change behavior and nurture/restore relationships.
- Provide a program that is progressive and restorative by design.
- Provide understanding of appropriate though varied administrative responses to discipline referrals, concerns.
- Provide students, parents/guardians, and school personnel with clearly stated advanced knowledge of the courses of action to be followed in handling discipline matters.
- Provide professional learning and support to employ strategies and actions that align with the restorative practices.

Restorative practices:

- Acknowledges that relationships are central to building community.
- Ensures equity of voice among all members of the community. All voices are valued, everyone is heard.
- Establishes a culture of high expectations with high support, emphasizing doing things 'WITH' not 'TO' or 'FOR'.
- Builds systems that address misbehavior and harm in a way that strengthens relationships and focuses on the harm done rather than only rule-breaking.
- Engages in collaborative problem solving.
- Enhances accountability, responsibility, and empowers change and growth for all members of the community.

Restorative Practices, also known as alternative to discipline and restorative justice, are practices we put in place during every part of our school day. We believe we must teach our students

- how to be situationally appropriate while at school,
- how to be accountable for actions,
- replacement behaviors,
- and to be productive citizens.

At the core of this process is the focus on building and repairing relationships, as opposed to traditional punitive measures. In order to reach the students, school staff must focus on relationships so students have trust when working through restorative sessions.

Tier 1: Community Building (Prevention/Relate)

Tier 1 is characterized by the use of social emotional skills and practice (classroom circles) to build relationships, create shared values and guidelines, and promote restorative conversations following behavioral disruption. The goal is to build a caring, intentional, and equitable community with conditions conducive to learning.

Tier 2: Restorative Processes (Intervention/Repair)

Tier 2 is characterized by the use of non-punitive responses to harm/conflict such as harm circles, mediation, or group conferencing to respond to disciplinary issues in a restorative manner. This process addresses the root causes of the harm, supports accountability for the offender, and promotes healing for the victim(s), the offender, and the school community.

Tier 3: Supported Re-Entry (Individualized/Re-Integrate)

Tier 3 is characterized by 1:1 support and successful re-entry of youth following suspension and/or truancy. The goal is to welcome youth to the school community in a manner that provides wrap-around support and promotes student accountability and achievement.



5'R's OF RESTORATIVE PRACTICE

RELATIONSHIPS



Restorative Practice is needed when a Relationship has been harmed in some way. Restorative Practice focuses on repairing that harm of the Relationship, while providing a safe space for the harmer to accept responsibility for harm caused and making a amends.

PREVENT

RESPECT



The Respect principle refers to the mutual agreement for a safe experience for all participants involved. Respect principle requires listening to the other participants perspective, whether agreed or not, and all participants conducting themselves in a manner that allows the Restorative process to play out safely for everyone.

RESPONSIBILITY



The Responsibility principle refers to how the harmer and the harmed must take responsibility for their part in the harm if there is any. Each party must be honest with themselves and look deeply to see if they did have a part in the incident, even if they were the harmed person.

RESOLVE

REPAIR



The Repair principle refers to how the harmer is supposed to repair as much harm as they can, whilst still acknowledging that it may not all be able to be repaired. The repair carried out by the harmer should be able to resolve feelings of anger and revenge from the harmed and help the harmer to regain feelings of respect for both themselves and others.

REINTEGRATION



The final principle, Reintegration, refers to how the community should allow the harmer to accept their part in the harm and reintegrate back into that community with trust.

TRANSFORM

Behavior Flow Charts



NORTH VALLEY ACADEMY Behavior Flow Chart

Call Dean for an Immediate Escort @ ext 129

OFFICE CALL- NO ESCORT NEEDED

- Continued Classroom disruption but not threatening or dangerous behavior
- Disrupting the learning environment of the other students

ADMINISTRATOR ESCORT

- Under the influence or in possession of drugs or alcohol
- Possession of a Weapon
- Fighting or Physical Aggression
- Severe Verbal Aggression
- Theft
- Harm to Self (Contact Counselor)
- Threat to School Safety
- Sexual Misconduct
- Unable to De-escalate behavior

Student behaviors that require the student moved from the classroom require an office referral after removal.

Yes

Submit an Office Referral

Has there been at least 3 classroom interventions for the same issue without improved student behavior?

No

Classroom/Teacher Interventions

If this is the second intervention for the same behavior, teacher MUST contact the student's parent or guardian.

- Some Options:**
- Review classroom behavior expectations and rules.
 - Provide a verbal or nonverbal prompt.
 - Review classroom agreements or commitments.
 - Have the student contact his or her parent or guardian.
 - Use proximity
 - Require restitution.
 - Require an apology.
 - Use precorrection.
 - Use behavior reversals.
 - Try redirection.
 - Use the team teacher assistance process.
 - Assign a safe seat or location.
 - Use a structured break.
 - Invite the student's parent or guardian to sit in on class.
 - Conference with the student.
 - Assign a behavior think sheet.
 - Assign a reflection sheet.
 - Assign a behavior contract or restorative agreement.
 - Assign detention.
 - Assign a restorative assignment.
 - Require a behavior assignment.
 - Revoke a privilege.
 - Change the seating chart.
 - Partner with a teacher.

Is the Behavior Classroom or Office Managed?

Behavior	Minor (Teacher Managed)	Major (Refer to Administration)
Inappropriate Language	Rude comments, intentional profanity not directed at a person	Repeated/escalated minor offenses, swears, near swears and offensive gestures
Inappropriate Physical Contact/Roughhousing/Aggression	Minor, unacceptable or unintentional physical contact with another person (not keeping hands, feet, and objects to self); play fighting and invading personal space, pushing past someone	Unacceptable physical contact with another person that is disruptive and/or delivered with the intent to harm that may or may not result in injury
Dishonesty	Cheating False reporting Lying	3+ classroom referrals for dishonesty with documented interventions
Disruption	Any purposeful, low intensity behavior that interrupts the educational process or school day (i.e. sustained loud talk, noise with materials, out of seat, bringing disruptive items onto school property)	Any purposeful behavior of such intensity that it interrupts the school day, is persistent, and/or requires administrative attention.
Misuse/Destruction of Property	Not using material/equipment for their intended use	Repetitious misuse or destruction of materials/equipment of high personal or monetary value
Defiance, Insubordination	Brief, low intensity failure to respond to adult requests within a reasonable amount of time. Not following school expectations.	Repeated, continued, prolonged failure to respond to or follow adult requests or school expectations
Disrespect, Teasing, Name Calling	Lack of courtesy, regard or consideration towards other	Disrespect to teachers and/or other students
Harassment, Threatening	No minor offense level	Negative or unkind comments Sexual, racial, religious, or threatening messages delivered through verbal, written or physical means (gesture) to another person that results in that person feeling threatened or intimidated
Bringing illegal items on school property	No minor offense level	Possession of items denied by the district policy as not allowed in school or that may cause harm to others
Out of Area	Being anywhere inside the campus other than your scheduled place.	Repeated, continued minor offenses. Leaving supervised area without anyone knowing.

If the student has an IEP, teacher must work with case worker at all levels.

Office Discipline Referral Process

Teacher Responsibility	Administrator Responsibility	Disciplinary/Restorative Practices
<ul style="list-style-type: none"> Notify the student that he/she will be receiving a referral Enter the Referral on the Google Form (in Faculty Classroom) Notify Dean of Students 	<ul style="list-style-type: none"> Admin interviews the student (Due Process) Admin assigns an Intervention Has there been 3 or more Office Referrals for the same behavior? <p>Yes- Requires a Parent, Student, Teacher and Admin Meeting</p> <p>No-Admin reteaches appropriate behavior and expectations</p>	<ul style="list-style-type: none"> Disciplinary Conference based on Restorative Practices Admin-Parent Contract Restorative, Reflective, and/or Instructional components Out-of-School Suspension Revisit IEP or 504 Plan Refer the student to the Social Worker/Counselor Refer to the SAT/MLSS Team Interventions Program with Admin Student Contract with Teacher or Admin Alternative Actions



NORTH VALLEY ACADEMY

Behavior Flow Chart

Teacher Managed

NVA School Expectations

- Be Kind
- Be Safe
- Do Your Best

Intervention 1:
 1st Classroom response menu and Record on Minor Classroom Behavior Tracker

Intervention 2:
 Simple Correction Sequence (give choice, wait), and **Choose 1**

- Affective Statement
- Reteaching with Positive Practice
- Written Reflection and

Record on Minor Classroom Behavior Tracker

Intervention 3:
Complete All
 Remind, Reteach, & Redirect through a Restorative Conversation (Script), Teacher Contact Guardian
 Complete Office Referral which starts Admin Support

Intervention 4:
 2nd Office Referral
 Administration Intervention with Contract Admin Contact Guardian

Intervention 5:
 3rd Office Referral
 Administration Intervention
 Complete I Need Behavior Support Form Admin Contact Guardian

Tier 1 Classroom Prevention Cycle
Every class should have these in place every day!

- Welcoming Students Daily
- Classroom Agreements
- Routines and Procedures
- Short Transition Times
- Active Supervision
- Precise Directions & Positive Narrations
- Stay in the Game Conversations
- Teacher Managed Classroom System
- Clear and Consistent School Expectations

Interventions need to be documented for each type of behavior. A student who shows 3 different behaviors 1 time each would get Intervention 1 three times.

Teacher Managed (Minor)

- Inappropriate Language
- Physical Contact
- Dishonesty
- Disruption
- Misuse/Destruction of Property
- Defiance/Insubordination
- Disrespect/Teasing/Name Calling
- Out of Area/Tardy
- Out of Uniform
- Technology Violation

Consequences are determined by staff

Student behaviors that require the student moved from the classroom require an office referral after removal. These are considered Admin Managed Behaviors.

Other Teacher Managed (Minor Behaviors)

The following types of behaviors are not listed on the above flowchart, but will be dealt with in the same manner listed above.

- Use of or bringing personal items from home (toys, electronics, roller blades, skateboards, scooters, laser pointers, e-cigs, cologne/perfume, etc.– item will be held by administration) **North Valley Academy is not responsible for lost or stolen personal items**
- Out of uniform (See Dress Code Policy)
- Cell phone or other electronic devices use (see Cell Phone & Electronic Device Policy)
- Having food, drinks, candy, etc., in non-designated areas
- Chewing gum at discretion of classroom teacher
- Consuming energy drinks
- Failing to return contracts, parent letters, progress reports, etc.
- Misbehavior towards a substitute teacher
- Doing hair, make-up, or grooming in class
- Inappropriate use of technology, including, but not limited to, checking personal web pages, changing computer settings, visiting unauthorized websites, unauthorized filming or picture-taking. (Any violations of Technology Code of Conduct)
- Bullying or harassment of any kind towards another student or faculty member, whether face-to-face, by phone, or via the internet
- Unauthorized distribution/selling/buying of food items, candy, electronics, materials or information
- Defacing school property (books, desks, tables, chairs, walls, restrooms, etc.) or any vandalism
- Transmission or possession of a lighter or any flammable substance, including fireworks

Other Administration Managed (Major Behaviors)

The following types of behaviors are not listed on the above flowchart, but will be dealt with in the same manner listed above.

- Lighting objects on fire
- Bomb threats
- False fire alarms
- Vandalism
- Assault
- Gang related activities
- Possession, use, being under the influence, sale or distribution of a controlled substance (this includes look-alike items, alcohol, and tobacco) or over the counter medications or natural supplements
- Weapon possession or weapon transmission (includes, but it not limited to, a knife, pocket knife, chain, or gun)
- Stealing
- Arson

If the offense results in a violation of the law, Bernalillo County Sheriff Deputies will be contacted and a report of the situation will be made, at which time, the student and/or parents/guardians may be dealing with the local authorities as well as with the school. Students could be transported to the Juvenile Detention Center if it is determined the violation warrants that action.

An Administrative Hearing may result in a variety of outcomes. These could include:

- Placement in a different type of alternative educational setting
- Home instruction
- Expulsion

Firearms Possession

Students found to be in possession of a firearm while at school or at any school sponsored activity shall be expelled from North Valley Academy. Students may not return from expulsion for firearms possession.

Concerning Gang Related Activity

The first time a school staff member observes what he/she perceives to be gang-related activity, an administrator will contact that student's parents/guardians and make note of the concern. The administrator will use his/her discretion in determining the appropriate level of consequence.

Blatant gang-related activity is considered to be a **severe** misbehavior and will not be tolerated.

Gang related activity can be intimidating to students, faculty, and staff and is disruptive to the educational process. Although this list is not all-inclusive, examples of inappropriate and unacceptable behaviors are such things as graffiti on school or personal property, intimidation of others, gang fights and/or initiation rituals, or wearing gang attire or "colors." Since gang behavior, markers, and colors are variable and subject to rapid change, school administrators and staff must **exercise judgment and their individual discretion** based upon current circumstances in the community. Gang related indicators that will be considered include (but are not limited to):

- The student associates with admitted or known gang members
- The student wears attire consistent with gang dress
- The student displays gang logos, graffiti, and/or symbols on personal possessions
- The student displays gang hand signs or signals to others
- The student talks about gang activity

Cell Phone and Electronic Device Use Policy

Policy

Because student use of personal electronic devices is a disruption to the school learning environment, possession, use, or display of electronic devices is banned during school

hours.

Definition

An “Electronic Device” or “Device” for the purposes of this Policy is any device that emits an audible signal, vibrates, displays any message or video image, or is otherwise capable of sending, receiving, emitting, photographing, recording, storing or displaying any type of audio or visual communication, files, or data. This includes, but is not limited to, cellular phones, smartphones, earphones, headphones, camera phones, camera devices, video and audio recording devices, digital recording devices, scanning devices, personal digital assistants (PDAs), MP3 players, iPods, iPads, tablets, computers, radios, pagers, any device that allows the possessor to access the Internet, or any similar device or any accessories to such devices such as earphones and Bluetooth devices.

This does not include devices that have been issued or approved by the School for educational purposes at teacher or staff designated times of use.

Procedure

At the start of each school day students must power off their electronic devices prior to entering the school. Upon entering the school the student will give their device(s) to the Head Administrator or her designee. These devices will be stored by the School in a locked container in the front office. The devices will be returned at the end of the school day or if the student is picked up by parent or guardian before then, at that time.

In any instance requiring an emergency communication with a student, the parent or legal guardian will call the school’s front office number and a school staff member will bring the student to the front office from class.

Medical Exception

If a student has a medical reason for needing to retain his or her or their device the parent or legal guardian must provide to the School a letter from a medical professional stating that it is medically necessary that the student retain the phone during the school day.

Discipline

Violation of this Policy may result in disciplinary action being taken.

Approved by the North Valley Academy Charter School Governing Council on December 16, 2021

Bullying Policy

Bullying is prohibited at North Valley Academy. In addition, retaliation against a person for reporting bullying or who has cooperated in an investigation of a complaint under this policy is prohibited and will not be tolerated.

Bullying is prohibited on school grounds, property immediately adjacent to school grounds, at school-sponsored or school-related activities, functions or programs whether on or off school grounds, or through the use of technology or an electronic device owned, leased or used by North Valley Academy.

Bullying is also prohibited at a location, activity, function or program that is not school related if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school.

Bullying is also prohibited through the use of technology or an electronic device that is not owned, leased or used by NVA, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school, or materially and substantially disrupts the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying is prohibited. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment in connection with filing a complaint or assisting with an investigation under this policy.

Definition of Bullying

A person is bullying someone when he or she is intentionally ridiculing, humiliating, intimidating and /or physically harming an individual or his/her property or any group of students. This could include social/relational (i.e., social alienation), Cyber-bullying (communications via email, text message and social media), verbal and/or written aggression, including but not limited to, any act motivated by race, color, religion, ancestry, national origin, gender, sexual orientation, mental, physical or sensory handicap, or other distinguishing characteristics. Although some discourse between and among children is to be expected as part of the maturing process, bullying involves an *abuse of power* by the bully, which can be physical, psychological or intellectual. Although bullying is usually a repeated form of harassment, a single offense should be investigated and disciplined according to the student Code of Conduct policy.

Consequences of Bullying

Bullying has long-term negative effects on the victims, the bullies and the bystanders. Bullying is often tied to violence, delinquency, later crime and school violence. Bullying creates a culture of violence and retaliation. Bullying creates a poor learning environment and leads to increased drop-out rates and poor performance.

NORTH VALLEY ACADEMY ADHERES TO ALL STATE AND FEDERAL REGULATIONS WITH REGARD TO BULLYING, LGBT STUDENTS, SPECIAL EDUCATION MATTERS, ATTENDANCE AND TRUANCY.

Explanation of Disciplinary Terms

Electronic Devices – Items such as radios, Walkman, MP3 players, pagers, laptop computers, cellular phones, CD players, or any similar devices are not allowed to be used on campus between 8:00 a.m. and 3:00 p.m. without the express permission of an NVA faculty member. Items may be confiscated and be held for parents to pick up. North Valley Academy will not be responsible for loss or damage of any personal electronic devices.

Cheating or plagiarism – Copying or presenting someone else's work as your own, including internet sources. At the least, this may result in loss of credit on the assignment.

Excessive Tardiness – Tardiness will incur classroom consequences. At the fifth tardy it will result in an administrative referral.

Profanity – Using language that is crude, offensive, insulting, or irreverent; using words to show contempt or disrespect; swearing.

Harassment or Bullying – The use of threats, intimidation or inducing fear in another individual, by oneself or in a group.

Inappropriate Use of Technology – see North Valley Academy Rules of Appropriate Use.

Defiance of Authority – Refusing to comply with any reasonable demand or request by any school official or sponsor at places and times where school personnel have jurisdiction.

Ditching – Not in class or assigned area at the school designated time.

Drugs – Students are prohibited from use, possession, sale, or transportation of alcohol and/or illegal drugs (including drug paraphernalia) on school property, at school or at school- sponsored activities. Illegal drugs include: controlled substances, prescription drugs used or possessed without a prescription, or solvents used for intoxication.

Fighting – Employing hostile contact in which at least one party has contributed to a situation by verbal action and/or bodily harm.

Weapons – Possessing a weapon such as, but not limited to, a firearm, knife, club, rock, explosive, chain, or other item that may cause or is intended to cause injury or death.

Tardiness – Any student who is caught outside of class after the assigned class or activity time may be tardy and face subsequent consequences.

Tobacco Use/Possession – Using or possessing any form of tobacco, including “e-cig” paraphernalia.

Theft – Unauthorized possession and/or sale of property of another without consent of owner.

Vandalism – Deliberately or maliciously destroying, damaging, and/or defacing school property or the property of another individual.

Chronic Offenders – Students who are repeatedly warned and/or disciplined for violating school regulations. The Administration will determine when a student is considered a chronic offender. Chronic offenders may warrant more severe discipline or expulsion as determined by the Administration.

The above explanation of the infractions will be shared by the classroom teacher and communicated with the students and parents at the beginning of each school year.
(Parent signature received and read through parent compact)

Approved by NVA Governing Council November 2023

References

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