Disciple means to teach, not punish

1. Identify undesired behavior
2. Utilize SEL/Restorative Disciple strategies
3. Desired behavior restored
4. Identified Behavior
   - Undesired behavior continues
   - Student is non-responsive to intervention and/or behavior escalates
   - Administrative intervention requested
   - SEL/Restorative Disciple strategies continues
   - Apply District policy: Student Code of Conduct
5. Immediate Administrative Action Required
   - Restorative Disciple Technique not applicable
   - Weapons (real or toy)
   - Physical Altercations (injury sustained)
   - Bullying (counselor referral)
6. Contact Admin for room coverage
   - Teacher and student(s) resume restorative conversation in private
   - Relationship restored
   - Learning continues
GOALS

We, the staff at Budd Elementary, recognize that we are responsible for creating a school environment that provides ALL students the behavioral and academic skills necessary to reach their fullest potential and become responsible lifelong learners. We will do this by creating a culture that embodies the five competences of Social Emotional Learning:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision making

Staff Expectations:

- Recognize that all students are capable of behaving appropriately and accept the responsibility to take all steps to insure they learn to do so.

- Establish an effective classroom management plan that includes rules/agreements, disciplinary consequences and positive incentives/rewards.

- Teach students appropriate behaviors and procedures in both the classroom and common areas during the first two weeks.

- Clearly communicate to students how they are expected to behave in order to be successful at school.

- Monitor student behavior and provide consistent positive feedback (Eagle Bucks).

- Build trusting relationships with and among all students, including having restorative conversation with students after they are sent out of the classroom. (see flow chart)