

CREC Montessori Magnet School

Discipline Policy

2024-2025 School year



Accredited by Association Montessori International/USA

Behavioral Expectations, Conduct and Discipline

CREC Magnet Schools cultivate the mind, body and heart of each student. We have a shared vision and coordinated plan for promoting, enhancing and sustaining a positive school climate. Each member of the faculty and staff understand their individual role while applying a systematic approach to developing an environment that fosters optimal academic engagement for all students. At CREC Montessori we use a restorative practice approach. It is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved.

CREC Magnet School *parents and staff* work together to:

- Promote a positive and successful educational experience for every child
- Embrace diversity
- Ensure students are college and career ready
- Foster self-confidence and self-discipline in our students
- Connect success in school to future successes in life
- Develop global awareness
- Guide students through conflicts, encourage them to restore trust and rebuild relationships
- Value and support students through disciplinary issues

CREC Magnet School *students* will:

- Demonstrate honor, respect and responsibility in their actions and decisions
- Embrace diversity
- Develop self-confidence and self-discipline
- Connect success in school to future successes in life
- Develop global awareness
- Reflect on conflict and seek ways to restore trust
- Work with teachers, administrators and parents when school rules are violated to restore environment and relationships

At Montessori Magnet School, we have high expectations for our students' behavior. Our goal is for the school to be a place where each child feels welcome, respected, nurtured, and inspired to grow and learn. We encourage students to develop academically, socially, and emotionally during their years at MMS. We place great importance on the teaching of grace and courtesy lessons, which give explicit instruction on social behavior. These lessons assist the child in understanding how to politely navigate not only in the classroom and amongst his peers, but also out in the world. In keeping with the Montessori method, the ultimate goal for our students is self-discipline. The achievement of self-discipline and increased self-awareness are critical to the MMS program and our approach to student learning.

When discipline issues arise in the school, we will be working with students to better understand the causes of their feelings and related behaviors and to work through solutions and consequences in a meaningful way. Central to our discipline policies and procedures is the belief that students who are self-aware and able to articulate their feelings and the feelings of those around them are more successfully engaged in their learning process.

MMS utilizes the Montessori practice of Grace and Courtesy. Grace and Courtesy is a systems approach to discipline that includes proactive strategies for defining, teaching,

and supporting appropriate student behaviors to create positive school environments. Discipline issues at MMS are addressed on a case-by-case basis using the following procedural guidelines. The vast majority of discipline situations are managed within the classroom setting; however, more significant behaviors require more intensive interventions. As part of our participation in Grace and Courtesy as well as our district restorative practices, we have created Discipline Referral Forms that cover the following infractions:

- “Minor Problem Behaviors” are day-to-day infractions that occur within the school or classroom environment. These minor issues and interpersonal conflicts are most often handled within the settings in which they occur by the supervising adult who is present at the time. Typically, these issues are addressed with verbal reminders of expectations, verbal redirection, a conversation with the student(s) involved, and/or minor consequence(s) within the classroom. Communication of these incidents are managed by classroom teachers.

Minor behavior consequences may include: restorative conference, restorative circle, collaborative processing, individual instruction, detention with staff member, peer mediation, written reflection/plan, teacher may call behavior intervention team for support, loss of privileges, and alternative placement.

- “Major Problem Behaviors” are considered more serious and require a Behavior Data Tracking Form to be sent home. Examples of Major Problem Behaviors include physical aggression, inappropriate language, property damage, repeated insubordination and continued disruption of the learning environment. The resulting interventions and/or consequences are handled by the classroom teacher in coordination with administration. If there is a Major Problem Behavior, the student’s parent/guardian is contacted by the classroom teacher and/or administration. Interventions and consequences for these infractions vary, but may include In-School Suspensions or Out-of-School Suspensions, depending upon the severity of the incident.

Major behavior consequences may include:

Parents will be contacted by admin, after school detention, education will be provided, or restorative action.

In grades 3-6 (only)- In school suspension or out of school suspension

****In an effort to best serve our students; all behavioral incidents are documented.**

MMS supports students to better understand and learn from behavior issues and/or conflicts with others using a tool called the “Blueprint”. The “Blueprint” is an approach that asks students to self-reflect about a particular situation (ie, “*What happened?*”, “*How did I feel?*”, “*How did the other person feel?*”, “*How did I express my feelings?*”, “*What could I have done better?*”, “*What can I do now?*”). There are different “Blueprint” forms to reflect varying developmental levels and abilities to process through situations. Lower Elementary students will most likely require adult assistance to complete the “Blueprint” forms, while most Upper Elementary students will be capable of doing this task independently. The “Blueprint” is a valuable tool to process with students regarding a variety of issues to promote self-awareness, self-discipline, and empathy toward others.

It is important for all adults to work together to address discipline issues and to promote a positive school climate for our students. MMS recognizes the importance of a strong home-school collaboration and we strive to create a partnership with parents/guardians in addressing discipline issues in the school setting.

CREC schools serve a common purpose: to create learning environments that are uniquely designed to encourage innovation, exploration and excitement of knowledge. We believe that strong academics are positively linked with appropriate learning behaviors while students are in school. We expect school rules to be followed and will work in partnership with students and families should an issue arise. We expect school rules to be followed and will work in partnership with students and families should an issue arise, adhering to CREC Policy 5144 included below.

Behavior Expectations in the Classroom:

- Respect one another by keeping hands, feet and unkind words to themselves
- Listen carefully while others are talking
- Speak in a quiet voice
- Take care of school materials, equipment and books
- Clean up after themselves
- Leave classroom/area tidy; put things away and tuck chairs under tables to create a safe environment

Behavior Expectations in the Hallway:

- Walk calmly and quietly
- Line up in single file, keeping hands by their sides, when going to recess, lunch or different classes
- Use quiet voices to prevent disturbing others
- Show respect for the work and art displayed on walls

Behavior Expectations at Recess and Lunch:

- Keep safe hands and feet
- Always use kind words
- Remember to throw trash in garbage cans and recyclables in bins
- Always wear suitable clothing: in winter coats should be buttoned and boots, hats and mittens worn. Please be aware that flip flops are prohibited for safety reasons.
- Play safely – throwing snow and ice, sand or wood chips is not considered safe play
- Line up to transition when requested
- Take turns playing with toys or bikes when there are only a few of them
- Stay in assigned recess areas. Notify staff when you need to go back into the building for any reason.

Behavior Expectations when using Bathrooms:

- Keep hands and feet to self
- Respect other people's privacy while using bathroom
- Work together to keep the bathroom clean and neat
- Wash hands upon exiting the bathroom

Behavior Expectations on the Bus:

- Face forward
- Stay in your seat
- Hands and feet to self
- Use Kind words
- Quiet voices
- Keep it clean
- Share your seat
- Ears listening
- Respect the adults
- Say, "Please and thank you"

EXAMPLE OF BEHAVIOR TRACKING FORM:

Behavior Data Tracking Form

School: _____		
Student: _____ Grade: _____ Staff: _____		
Incident Date: _____ Incident Time: _____		
Location:		
<input type="checkbox"/> Classroom: _____	<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Library
<input type="checkbox"/> Gym	<input type="checkbox"/> Auditorium	<input type="checkbox"/> Stairwell
<input type="checkbox"/> Outside of Building (on campus): _____	<input type="checkbox"/> Restroom	<input type="checkbox"/> Field Trip
	<input type="checkbox"/> Hallway	<input type="checkbox"/> Bus/Bus stop
	<input type="checkbox"/> Office	<input type="checkbox"/> Other: _____
Problem Behaviors (Check the most intrusive)		
MINOR (teacher managed) Action(s) Taken: (NO Description Required)		
<input type="checkbox"/> Noncompliance	<input type="checkbox"/> Restorative Conference	<input type="checkbox"/> Peer Mediation
<input type="checkbox"/> Indirect/Inapprpr. language	<input type="checkbox"/> Restorative Circle	<input type="checkbox"/> Written reflection/plan
<input type="checkbox"/> Property misuse	<input type="checkbox"/> Collaborative Processing	<input type="checkbox"/> Behavior Intervention team used
<input type="checkbox"/> Out of bounds/area	<input type="checkbox"/> Individual instruction	<input type="checkbox"/> Loss of privileges
<input type="checkbox"/> Physical aggr. w/o mal-intent	<input type="checkbox"/> Detention (w/Teacher)	<input type="checkbox"/> Alternative placement
**MAJOR (office managed) Description Required!		
<input type="checkbox"/> Noncompliance/Defiance	<input type="checkbox"/> Pornography	INCLUDE DATES/TIMES
<input type="checkbox"/> Out of bounds (Unauthorized area)	<input type="checkbox"/> *Verbal Threat (Peer/Staff)	
<input type="checkbox"/> Skipping Class	<input type="checkbox"/> *Fighting (or Inciting)	
<input type="checkbox"/> Physical Aggression	<input type="checkbox"/> *Sexual Harassment	
<input type="checkbox"/> Directed/Inappropriate language	<input type="checkbox"/> *Teasing (Mean Spirited Behavior)	
<input type="checkbox"/> Cheating/plagiarism/forgery	<input type="checkbox"/> *Property damage/vandalism	
<input type="checkbox"/> Theft - item: _____	<input type="checkbox"/> Tobacco/ Alcohol/ Drugs	
<input type="checkbox"/> Use/possession of combustible	<input type="checkbox"/> Weapons (Type: _____)	
	<input type="checkbox"/> Detention (<90 mins.)	
	<input type="checkbox"/> ISS: _____	
	<input type="checkbox"/> OSS: _____	
	<input type="checkbox"/> Education Provided	
	<input type="checkbox"/> Bus suspension: _____	
	<input type="checkbox"/> Restorative Action	
	<input type="checkbox"/> Parent contact: _____	
Is Bullying Suspected? <input type="checkbox"/> YES <input type="checkbox"/> NO (If "YES" enter in EdHub bullying field)		
*Victim Required: (Teasing, Fighting, Harassment, Property Destruction, Threat)		
<input type="checkbox"/> Peer <input type="checkbox"/> Certified Teacher <input type="checkbox"/> Other Staff <input type="checkbox"/> Substitute <input type="checkbox"/> Non-School Person		
**ALL MAJORS require a detailed objective description:		
Possible Motivation: (Trigger or antecedent)		
<input type="checkbox"/> Obtain peer attention	<input type="checkbox"/> Obtain items/ activities	<input type="checkbox"/> Obtain adult attention
<input type="checkbox"/> Avoid peer attention	<input type="checkbox"/> Avoid tasks/ activities	<input type="checkbox"/> Avoid adult interaction
		<input type="checkbox"/> Request or actions of adult
		<input type="checkbox"/> Request or actions of peer
Administrator Summary:		
Signature: _____		

**** For MAJORS:** Notify Parents/Guardians and connect with sending teacher to restore connection with student and classroom.

Discipline Policy Acknowledgement

I have read and acknowledge CREC Montessori Magnet School's Discipline Policy and agree to the conditions outlined in this document.

Parent Signature

Date

Student's Name: _____

Teacher: _____