STUDENT CONDUCT & THE WHOLE CHILD

Maria Montessori once said, "To let the child do as he likes when he has not yet developed any powers of control is to betray the idea of freedom." Throughout her life as a pioneer in education, Maria frequently emphasized the need for boundaries amongst the freedoms bestowed upon children. As stated in our School-Family Compact, it is fundamental for the entire Walden Green community to support our Behavior Rubric guidelines ("boundaries") in order to help develop each child's sense of responsibility and accountability. All children make mistakes at some point; whether it's hurtful conduct or disruptive/off-task behavior. But at Walden Green, we view mistakes as golden opportunities to learn. To abandon these learning moments is to abandon the child. A large component of our research-based Behavior Rubric System is to engage children in a reflective process that seeks to identify some of the motivations for their particular actions. Yet our approach to addressing student conduct goes **well beyond** the Student Behavior Report forms that are sent home. Here is a brief list of school-wide strategies and tools that systematically support the social/emotional growth of our students:

- *"grace and courtesy" lessons (focused on etiquette and manners)*
- *community gatherings (most mornings, often student led)*
- *team building activities and challenges that require cooperation and collaboration*
- *role play scenarios (focusing on conflict resolution skills)*
- *peace songs (utilizing music at All School Sing to cultivate compassion and wisdom)*
- *peer mentoring (across classrooms and grade levels)*
- *service learning (projects and excursions into the local community)*
- *interdisciplinary units that highlight global justice, fairness and peace*
- *"bystander" training (equipping students to stand up for others with dignity)*
- *"confronting friends" training (promoting healthy dialogue between friends)*
- *"the peacemaker's path" (visual step by step tool to help peer conflicts)*
- *"the solution wheel" (8 different choices for students to practice being problem-solvers)*
- *"time to think" forms (reflective tool for getting at the "heart" of a behavior)*

As you can see, the holistic development of each child is one of our primary goals. Providing a safe and nurturing learning environment is foundational for us to be successful. Therefore, we intervene when any level of misconduct occurs because every child in every class has the right to come to Walden Green without the fear of being disrespected as an individual or disrupted as a learner. We expect all families to support us in this vision. The mutual partnership between home and school is often the catalyst for a child's success in education. We are here to support your child with our dynamic program and personnel. We deeply appreciate your support and commitment from home.

WALDEN GREEN MONTESSORI

OUR BEHAVIOR RUBRIC SYSTEM

Dear Parents/Guardians,

As part of an ongoing effort to enhance the peaceful learning environment at our school, we utilize a prevention program to reduce mean and aggressive behavior and bullying. This program includes staff training, student training and parent education based on the work of Dr. Marcia McEvoy - a widely recognized expert in the field of school aggression and bullying prevention. This program trains the staff on policies and procedures for intervening consistently using a shared common language with specific consequences for aggressive behavior. Our program implements a school-wide **behavior rubric system** based on precise conduct standards. Specific consequences have been developed for specific kinds of aggressive behavior. Students in schools with a rubric-based approach know how discipline is handled and are clear on the expectations for behavior in a variety of school settings. The program also focuses on how to model, teach, and reinforce pro-social behaviors such as respect for others, caring and empathic behaviors, in building positive relationships with other students and staff members.

The student components of the program teaches students how to both identify and effectively respond to behavior, and how to get adult help if they're proactive responses are not stopping it. Just as important, students are taught in many strategies and how to be a “good bystander” when they are watching someone getting picked on or socially isolated. Bystander training is critical and changing students’ behavior and In shaping positive social norms.

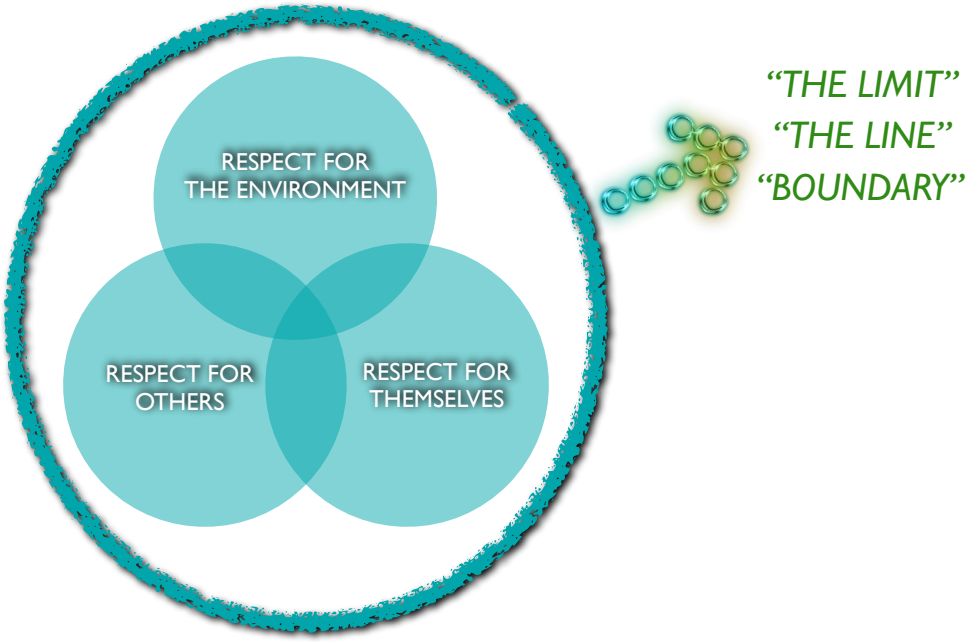
Sometimes when a school implements this kind of program, the response from outside the school is that the school is being “too picky” or that aggressive behavior is “just kids being kids.” However, the **research is clear**: *if a school consistently addresses the small stuff, they seldom see behavior escalate into more serious forms of aggression*. Our ultimate goal is to make all students feel safe and help them reach their full potential. We have a broad definition of mean teasing and other hurtful behaviors to be able to “sweat the small stuff.” We know that aggressive behavior can come with the guise of “just kidding” or “we were just horsing around” types of behaviors. We also know that the recipients of this type of behavior seldom interpret it in the same benign fashion and are frequently negatively affected by it.

Please review and become familiar with the supplemental resources included in this communication. They will provide additional detail on components of our program.

Thank you for your continued support and partnership from home!

"FREEDOM WITHIN LIMITS."

~ MARIA MONTESSORI~



P.E.A.C.E. GOALS

AT WALDEN GREEN, WE ARE…

PROBLEM-SOLVERS (INSTEAD OF PROBLEM-MAKERS)

EMPATHETIC (TOWARD THE FEELINGS AND THOUGHTS OF OTHERS)

ACCOUNTABLE (FOR OUR ACTIONS AND WORDS)

COOPERATIVE (WITH OTHERS AND WILLING TO WORK TOGETHER)

ENGAGED (IN OUR LEARNING AND IN THE WORLD AROUND)

ESTABLISHING PEACE IS THE WORK OF EDUCATION.

~ MARIA MONTESSORI ~

VISION:
Love of Learning. Freedom to Fly.

MISSION:
- Develop curiosity, creativity and character.
- Foster independence and social responsibility within a community framework.
- Inspire the love of learning independently and collaboratively.
- Highlight global justice, fairness and peace.

VALUES:
- Compassion
- Curiosity
- Creativity
- Inclusive
- Integrity

waldengreen.org

WALDEN GREEN MONTESSORI
K-8 PUBLIC SCHOOL ACADEMY

EDUCATION FOR THE WHOLE CHILD

SCHOOL - FAMILY COMPACT

WALDEN GREEN MONTESSORI
17339 ROOSEVELT RD.
SPRING LAKE, MI 49456

AS A STUDENT, I WILL BE…

- a PROBLEM-SOLVER instead of a problem-maker. When challenges come, I can explore different solutions, think flexibly and use creativity to take action.
- EMPATHETIC toward the feelings and thoughts of others. When conflicts occur, I can seek to listen and understand.
- ACCOUNTABLE for my ns and words. When I make kes, I can take responsibility than blaming others or excuses.
- RATIVE with others r to work together. work is needed, I can group, take turns, encourage, and ections.
- ENGAGED in my learning and in the world around. When work becomes difficult or less interesting, I can seek ways to remain committed and give my best effort.

STUDENT SIGNATURE

AS A PARENT, I WILL…

- help my student attend school consistently and on time.
- support my child's academics at home daily/weekly (i.e. setting aside time for reading and other home goals).
- participate in parent/teacher conferences.
- receive and respond to communications from school.
- contact the school if there is a question or concern.
- reinforce Walden Green's P.E.A.C.E. expectations at home.
- support Walden Green's curriculum guidelines and Behavior Rubric System.

PARENT SIGNATURE

AS A STAFF, WE WILL…

- maintain a safe and healthy environment for students to learn through our Montessori methodology.
- get to know students as individuals to best instruct and support them academically, socially and emotionally.
- communicate with parents regularly, including progress reports.
- provide challenging and engaging instruction to all students.
- share progress and goals for students at conferences twice a year and at other times, per request.
- reinforce Walden Green's P.E.A.C.E. expectations.
- faithfully implement our holistic curriculum and Behavior Rubric System (K-8th).

Sincerely,
Walden Green Montessori Staff

P.E.A.C.E. GOALS

AT WALDEN GREEN, WE ARE…

PROBLEM-SOLVERS

EMPATHETIC

ACCOUNTABLE

COOPERATIVE

ENGAGED

P	E	A	C	E
PROBLEM-SOLVER	EMPATHETIC	ACCOUNTABLE	COOPERATIVE	ENGAGED
I will be a **PROBLEM-SOLVER** instead of a problem-maker. ~ When challenges come, I can explore different solutions, think flexibly and use creativity to take action.	I will be **EMPATHETIC** toward the feelings and thoughts of others. ~ When conflicts occur, I can seek to listen and understand.	I will be **ACCOUNTABLE** for my actions and words. ~ When I make mistakes, I can take responsibility rather than blaming others or making excuses.	I will be **COOPERATIVE** with others and be willing to work together. ~ When teamwork is needed, I can listen to the group, take turns, contribute, encourage, and follow directions.	I will be **ENGAGED** in my learning and in the world around. ~ When work becomes difficult or less interesting, I can seek ways to remain committed and give my best effort.

WALDEN GREEN MONTESSORI

Mean/Hurtful Behavior is any mean look, gesture, word, or action that hurts a person's body, feelings, friendships, reputation, or property. Whether it's meant or not, it's not how you see it, but how they feel it!

Mean/Hurtful Behavior is when anyone inflicts or threatens to inflict physical or emotional injury or discomfort upon another person's body, feelings, friendships, reputation, or possessions. Injury or discomfort is based on how it is received, regardless of the intent.

EXPECT RESPECT. MAKE POSITIVE CHOICES.

A positive choice NEVER includes mean or hurtful...

- Looks
- Gestures
- Words
- Actions

A positive choice NEVER includes mistreatment towards a person's...

- Body
- Feelings
- Friendships
- Reputation
- Property

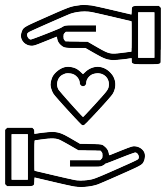
WHETHER IT IS MEANT OR NOT, IT IS NOT HOW YOU SEE IT, BUT HOW THEY FEEL IT!
RESPECT AND DIGNITY FOR ALL.

School Definition of Bullying:

Bullying is mean behavior that is repeated, on purpose, and involves an imbalance of power between the people involved. It is an unhealthy way to get power and control in life. Typically, 2% of a school's population are actual bullies.

IS IT SAFE?

IS IT RESPECTFUL?



THE LINE

IS IT DANGEROUS?

IS IT DISRESPECTFUL?

ARE YOU HELPING?

THE LINE

ARE YOU HINDERING?

ARE YOU RESPONDING?

THE LINE

ARE YOU REACTING?

ARE YOU JOKING?

THE LINE

ARE YOU PROVOKING?

ARE YOU FILLING?

THE LINE

ARE YOU SPILLING?

ARE YOU REPORTING?

THE LINE

ARE YOU RETALIATING?

WALDEN GREEN MONTESSORI

BEHAVIOR CONSEQUENCE RUBRIC

(GRADES K-8TH)

BEHAVIOR	1ST TIME	2ND TIME	3RD TIME	4TH+ TIME
LEVEL 1 **Behavior that disrespects or hurts the feelings of others** ▷ unwanted physical contact, horseplay ▷ repeated annoyance/distraction/disruption ▷ name calling, teasing, rumors ▷ rude/insensitive remarks ▷ mean notes, playing a mean trick ▷ ignoring, delayed response, not listening ▷ eye-rolling, unkind/stubborn gestures ▷ taunting, provoking, bragging ▷ unnecessary whining/sulking/nagging ▷ playing keep away, excluding others	➡ 15 Sec Intervention ➡ Behavior Report	➡ 15 Sec Intervention ➡ Behavior Report ➡ Alternate Lunch/Recess ➡ Time-To-Think Form	➡ 15 Sec Intervention ➡ Behavior Report ➡ Alternate Lunch/Recess ➡ Time-To-Think Form ➡ Peace Talk/Apology	➡ 15 Sec Intervention ➡ Behavior Report ➡ Alternate Lunch/Recess ➡ Time-To-Think Form ➡ Peace Talk/Apology ➡ Call Home (if needed)
LEVEL 2 **Behavior that could injure others or expresses active defiance** ▷ moderate physical contact* ▷ throwing objects ▷ inappropriate drawings or words ▷ yelling, outbursts, screeching, threatening ▷ active defiance, talking back ▷ dishonesty, distorting the truth ▷ cheating, plagiarism ▷ carelessness with school property ▷ misuse of materials or technology ▷ disregarding “friends-only” rule at school	➡ 15 Sec Intervention ➡ Behavior Report ➡ Alternate Lunch/Recess ➡ Time-To-Think Form	➡ 15 Sec Intervention ➡ Behavior Report ➡ Alternate Lunch/Recess ➡ Time-To-Think Form ➡ Peace Talk/Apology	➡ 15 Sec Intervention ➡ Behavior Report ➡ Alternate Lunch/Recess ➡ Time-To-Think Form ➡ Peace Talk/Apology ➡ Remain in Office ➡ Call Home or Go Home	➡ 15 Sec Intervention ➡ Behavior Report ➡ Alternate Lunch/Recess ➡ Time-To-Think Form ➡ Peace Talk/Apology ➡ Remain in Office ➡ Call Home or Go Home ➡ Possible Suspension
LEVEL 3 **Behavior that injures others or involves serious misconduct** ▷ severe physical contact* ▷ biting, stabbing with any object ▷ retaliation for being reported ▷ throwing objects with intent to hurt ▷ stealing, destroying property, running away ▷ indecent exposure ▷ swearing (including nonverbal signals) ▷ violent threats, purposeful intimidation ▷ possession of weapons, explosives, drugs ▷ harassment (racial/ethnic/sexual/religious)	➡ 15 Sec Intervention ➡ Behavior Report ➡ Principal or Dean Visit ➡ Remain in Office ➡ Call Home or Go Home ➡ Alternate Lunch/Recess ➡ Time-To-Think Form ➡ Peace Talk/Apology ➡ Possible Suspension ➡ Officer Consultation ➡ Possible Expulsion	➡ 15 Sec Intervention ➡ Behavior Report ➡ Principal or Dean Visit ➡ Remain in Office ➡ Call Home or Go Home ➡ Alternate Lunch/Recess ➡ Time-To-Think Form ➡ Peace Talk/Apology ➡ Possible Suspension ➡ Officer Consultation ➡ Possible Expulsion	➡ 15 Sec Intervention ➡ Behavior Report ➡ Principal or Dean Visit ➡ Remain in Office ➡ Call Home or Go Home ➡ Alternate Lunch/Recess ➡ Time-To-Think Form ➡ Peace Talk/Apology ➡ Possible Suspension ➡ Officer Consultation ➡ Possible Expulsion	➡ 15 Sec Intervention ➡ Behavior Report ➡ Principal or Dean Visit ➡ Remain in Office ➡ Call Home or Go Home ➡ Alternate Lunch/Recess ➡ Time-To-Think Form ➡ Peace Talk/Apology ➡ Possible Suspension ➡ Officer Consultation ➡ Possible Expulsion

physical contact:** ***hitting, slapping, pushing, shoving, punching, tripping, pinching, poking, kicking, spitting, scratching, choking

All forms of misconduct that take place in cyberspace (social media, texts, etc.) apply to this rubric as well

WALDEN GREEN MONTESSORI

STUDENT REPORT FORM (5Ws)

RATTING	**REPORTING**
Ratting is telling an adult about a problem when you: ☐ could solve the problem yourself ☐ just want to make yourself look good ☐ really just want your own way ☐ want to get someone in trouble that you don't like	*Reporting* is telling an adult when you or someone else is getting hurt. It could be about a person's: ☐ body ☐ feelings ☐ friendships ☐ reputation ☐ property
YOUR NAME:	**DATE:** **GRADE:**

1) Who was involved?

2) What happened?

3) When did it start? *(How long has it been going on? How often has it occurred?)*

4) Where did it happen?

5) Witnesses? Yes _____ No _____ *If yes, list who saw what happened:*

Who else did you tell about this **problem**? Parent? Friend? Teacher? Assistant?

Thank you for taking the time to fill out this form. Do NOT tell any other student about this report. We will contact you as soon as we are able and let you know how we can best help you.

VERBAL WARNING GIVEN TO _____ DATE:_____ STAFF INITIALS:_____

COMPLETE BACKSIDE IF YOU AND THE OTHER STUDENT(S) NEED THE PEACEMAKER'S PATH & SOLUTION WHEEL

LEARNING FROM MISTAKES

Name: _____

1. What happened?

- ☐ Said Something Unkind
- ☐ Took Something That Wasn't Mine
- ☐ Left Without Permission
- ☐ Did Something Unsafe
- ☐ Damaged Property or Misused Materials
- ☐ Hurt Someone
- ☐ Didn't Follow Directions
- ☐ Distracted Others
- ☐ Talked When It Wasn't My Turn
- ☐ SOMETHING ELSE: _____

2. How did you FEEL at the time?

- ☐ Worried
- ☐ Sad
- ☐ Lonely
- ☐ Frustrated
- ☐ Envious
- ☐ Excited
- ☐ Happy
- ☐ Angry
- ☐ Bored
- ☐ SOMETHING ELSE: _____

3. What were you THINKING at the time?

- ☐ Wanted to Be Included or Belong
- ☐ Was Full of Energy and Needed to Move
- ☐ Didn't Understand the Lesson
- ☐ Needed Attention and Connection
- ☐ SOMETHING ELSE: _____
- ☐ Was Stressed About Something
- ☐ Wanted to Get Away or Be Left Alone
- ☐ Wanted to Have Fun
- ☐ Thought Something Was Unfair
- ☐ Wished I Had Something

4. Who else was affected?

- ☐ Classmates
- ☐ A Friend
- ☐ My Teacher
- ☐ My Family
- ☐ SOMEONE ELSE: _____

5. How might they feel?

- ☐ Concerned
- ☐ Surprised
- ☐ Afraid
- ☐ Disappointed
- ☐ Caring
- ☐ Angry
- ☐ Hurt
- ☐ Disrespected
- ☐ Frustrated
- ☐ SOMETHING ELSE: _____

6. What were the consequences of your actions?

- ☐ I feel worse.
- ☐ I wasn't able to learn as much.
- ☐ I have a problem to solve.
- ☐ I lost someone's trust in me.
- ☐ SOMETHING ELSE: _____
- ☐ Someone's body was hurt.
- ☐ Someone's feelings were hurt.
- ☐ Others couldn't learn as much.
- ☐ I lost a privilege.
- ☐ SOMETHING ELSE: _____

7. How can you try to make it better?

- ☐ Apologize
- ☐ Complete My Work
- ☐ Do Something Kind
- ☐ Clean Up
- ☐ SOMETHING ELSE: _____

8. What can you do next time?

- ☐ Take Deep Breaths or Count to 20
- ☐ Focus On My Work
- ☐ Take a Break to Get Calm
- ☐ Keep My Hands and Feet to Myself
- ☐ Ask to Take a Movement Break
- ☐ Ask a Grown-Up For Help
- ☐ Stop and Think Before I Do Something
- ☐ Ask to Use or Share Something
- ☐ Use Kind Words
- ☐ Listen and Pay Attention
- ☐ Say How I Feel and What I Want
- ☐ Follow Directions
- ☐ Stay Where I'm Supposed To Be
- ☐ SOMETHING ELSE: _____

9. What thought would be helpful for you to remember?

- ☐ I WILL LEARN FROM THIS MISTAKE.
- ☐ I BELIEVE IN MYSELF TO MAKE GOOD CHOICES.
- ☐ I MADE A MISTAKE, BUT I AM STILL AWESOME.
- ☐ THIS IS HARD, BUT I CAN DO HARD THINGS.
- ☐ SOMETHING ELSE:

10. What else might help you?

- ☐ Use Reminder Cards
- ☐ Practice What to Do Next Time
- ☐ Try a Do-Over
- ☐ Talk With a Grown-Up
- ☐ SOMETHING ELSE: _____

WALDEN GREEN MONTESSORI + APOLOGY OF ACTION

NAME:_____ **DATE:**_____

1

Dear _____,

- ☐ *I am sorry. Please forgive me for…*
- ☐ *My choice was hurtful. I regret…*
- ☐ *Please pardon me. I apologize for…*

2

This behavior was wrong because it's…

- ☐ *Dangerous*
- ☐ *Disrespectful*
- ☐ *Other:*

3

My behavior made you feel…

SAD | MAD | FRUSTRATED | LEFT OUT | HURT | UNCOMFORTABLE | SCARED

4

Next time I will try to… _____

Do you accept my apology? *(have the other person decide)*

- ☐ *Yes*
- ☐ *Not at this point*

5

Is there anything I can do to help? *(have the other person choose)*

- ☐ *Draw you a picture*
- ☐ *Write you a kind note*
- ☐ *Say 2 nice things to you*
- ☐ *Give you a hug or handshake*
- ☐ *Other:*

SIGNATURES