

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.



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!



RESTORATIVE JUSTICE PRACTICES

Restorative Justice (RJ) is a critical component of our Peace Education curriculum. In conjunction with our comprehensive Behavior Rubric System, Restorative Justice is implemented when mean or hurtful behavior has occurred between members of our Walden Green community. Restorative Justice is a systematic approach used to model, teach, and reinforce pro-social behaviors. The goal of this intervention is to nurture problem-solving skills, empathy, accountability, and cooperation with others.

In December 2016, Governor Rick Snyder signed a law that requires Michigan schools to consider using **restorative practices** as an alternative to zero-tolerance policies like suspension or expulsion, which have been shown to have an array of damaging effects on certain student populations. This law supports many of the beliefs and practices that we already have in place at Walden Green to promote a peaceful school. For example, Restorative Justice incorporates a student-led peer mediation group. Each year a small cohort of Capstone (6th-8th year) students are trained in the process of Restorative Justice and then function as mediators in student conflicts or behavior infractions school-wide.

Research shows that peer mediation fosters self-regulation, self-esteem, and self-discipline in youth; and that mediation skills transfer to family and neighborhood conflicts, helping youth to become better problem-solvers and more responsible citizens. These are traits and skills that Walden Green consistently emphasizes in our “whole child” approach and Peace Education curriculum.

The small group of carefully selected Capstone students are trained using a curriculum developed by the Foundation for Tolerance International and funded by the United States Institute of Peace. This curriculum teaches mediators about various types of conflict, active listening, communication skills, emotions, and how to create fair solutions in the mediation process.

The primary focus in Restorative Justice is on healing the victim, not just on the consequences for the offender. This leads to a very different set of responses to student misconduct.

Restorative Justice empowers the victim and can help begin the process of healing. Conversations that include a discussion of natural consequences and amends may serve as a first step along the road to forgiveness. They might also provide a real opportunity for offenders to understand the degree of harm they caused and to develop empathy with their victims. Such empathy is the best hope for preventing the offender from repeating the behavior.

Forgiveness is hard. It is also deeply personal. As much as we value forgiveness, we are careful not to push it on anyone. For that reason, restorative justice practitioners are careful to focus on a process of listening to and empowering victims. They don't expect specific results. Victim healing is the goal of Restorative Justice, and that healing has to happen on a path where the victim is leading. Offenders are different. Offenders offended, and Restorative Justice practitioners always work toward offender accountability, empathy, and reparation.

*“It is easier to build strong children than to repair broken men.”
- Frederick Douglass*





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.



NICE BEHAVIORS ARE...

KIND LOOKS

- friendly smile
- happy face

KIND GESTURES

- high five
- thumbs up

KIND WORDS

- "hello" & "hi"
- "please" & "thank you"

KIND ACTIONS

- sharing & caring
- helping & serving

THAT ARE GOOD FOR MY...

BODY

- personal safety
- personal health

FEELINGS

- happiness
- joyfulness

FRIENDSHIPS

- making new friends
- keeping friends

PROPERTY

- personal belongings
- school materials



THE LINE

MEAN BEHAVIORS ARE...

MEAN LOOKS

- eye rolling
- glaring or sneering

MEAN GESTURES

- hand signs
- intimidation

MEAN WORDS

- name calling or teasing
- gossiping or threatening

MEAN ACTIONS

- pushing or shoving
- punching or kicking

THAT WILL HURT MY...

BODY

- physical pain
- emotional pain

FEELINGS

- sadness
- loneliness

FRIENDSHIPS

- fewer friends
- losing friends

PROPERTY

- damaged items
- loss of items

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 <ul style="list-style-type: none"> ▶ 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 <ul style="list-style-type: none"> ▶ moderate physical contact* ▶ throwing objects ▶ threatening ▶ yelling, outbursts, screeching ▶ 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 <ul style="list-style-type: none"> ▶ severe physical contact* ▶ biting, stabbing with any object ▶ retaliation for being reported ▶ throwing objects with intent to hurt ▶ stealing, destroying property ▶ swearing (including nonverbal signals) ▶ violent threats, purposeful intimidation ▶ indecent exposure ▶ possession of weapons or explosives ▶ 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, kicking, 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

NOTE: Students often call parents if Behavior Report is not returned the next school day

WALDEN GREEN MONTESSORI

STUDENT BEHAVIOR REPORT (SBR)

STUDENT NAME:

DATE:

TIME:

REFERRING ADULT:

GRADE:

TEACHER:

OBSERVER

☐ Witnessed by Staff

☐ Reported by Students

WHERE DID THE BEHAVIOR OCCUR?

☐ Classroom

☐ Hallway

☐ Bathroom

☐ Playground/Recess

☐ Bus/Harbor Transit

☐ Other:

WHAT WAS HAPPENING BEFORE THE BEHAVIOR?

☐ Transitioning

☐ Ending an activity

☐ Participating in a group

☐ Asked to do something

☐ Unknown at this point

☐ Other:

PLEASE CHECK APPROPRIATE BOX AND CIRCLE ALL "BELOW THE LINE" BEHAVIORS

☐ 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

☐ LEVEL 2: BEHAVIOR THAT COULD INJURE OTHERS OR EXPRESSES ACTIVE DEFIANCE

➤ moderate physical contact (*hitting, slapping, pushing, shoving, kicking, tripping, pinching, poking, kicking, spitting, scratching, choking*), throwing objects, threatening, yelling, outbursts, screeching, 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

☐ LEVEL 3: BEHAVIOR THAT INJURES OTHERS OR INVOLVES SERIOUS MISCONDUCT

➤ severe physical contact (*hitting, slapping, pushing, shoving, kicking, tripping, pinching, poking, kicking, spitting, scratching, choking*), biting, stabbing with any object, retaliation for being reported, throwing objects with intent to hurt, stealing, destroying property, swearing (including nonverbal signals), violent threats, purposeful intimidation, indecent exposure, possession of weapons or explosives, harassment (*racial/ethnic/sexual/religious*)

Comments (please be specific)

OCCURRENCE

____ 1st Offense

____ 2nd Offense

____ 3rd Offense

____ 4th Offense

____ () Offense

Consequence(s):

☐ 15 second intervention

☐ time-to-think form

☐ peace talk and/or apology

☐ alternate lunch/recess

☐ time away in office: ____ hour(s)

☐ call home or go home

☐ meeting with parent(s)/guardian(s)

☐ suspension (in-school/out-of-school): ____ day(s)

☐ potential school expulsion and/or police notification



Staff Signature: _____

Principal or Dean Signature: _____

Parent/Guardian Signature(s): _____

PLEASE RETURN TO TEACHER - THANKS!

(Students often call home if SBR is not returned to school)

WALDEN GREEN MONTESSORI

STUDENT REPORT FORM (5Ws)

RATting

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

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

				
P	E	A	C	E
PROBLEM-SOLVER	EMPATHETIC	ACCOUNTABLE	COOPERATIVE	ENGAGED
I will be a PROBLEM-SOLVER instead of a problem-maker.	I will be EMPATHETIC toward the feelings and thoughts of others.	I will be ACCOUNTABLE for my actions and words.	I will be COOPERATIVE with others and be willing to work together.	I will be ENGAGED in my learning and in the world around.

				
P	E	A	C	E
PROBLEM-SOLVER	EMPATHETIC	ACCOUNTABLE	COOPERATIVE	ENGAGED
When challenges come, I can explore different solutions, think flexibly and use creativity to take action.	When conflicts occur, I can seek to listen and understand.	When I make mistakes, I can take responsibility rather than blaming others or making excuses.	When teamwork is needed, I can listen to the group, take turns, contribute, encourage, and follow directions.	When work becomes difficult or less interesting, I can seek ways to remain committed and give my best effort.



WALDEN GREEN MONTESSORI + APOLOGY OF ACTION

NAME: _____ DATE: _____



Dear _____,

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

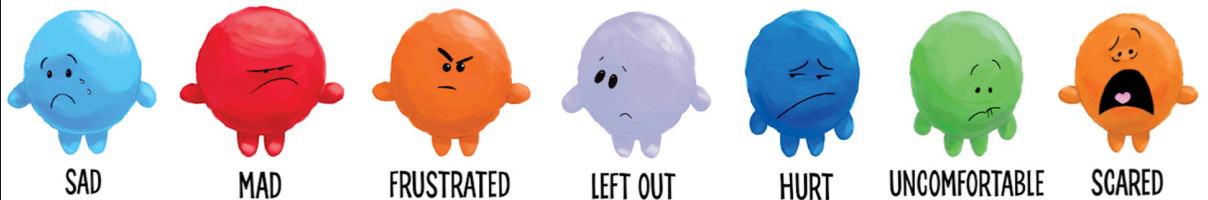


This behavior was wrong because it's...

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



My behavior made you feel...



Next time I will try to... _____

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

- ☐ *Yes*
- ☐ *Not at this point*



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

- ☐ *Offer a sincere apology about what happened*
- ☐ *Make me a picture or write a kind note*
- ☐ *Give a gentle touch such as a hug*
- ☐ *Say 2 nice things to me*
- ☐ *Other:*

SIGNATURES



WALDEN GREEN MONTESSORI + RESTORATIVE JUSTICE

OFFENDER'S NAME: _____ DATE: _____



I chose to...

This behavior was...

- ☐ *Dangerous*
- ☐ *Disrespectful*



I was feeling...



MAD



JEALOUS



FRUSTRATED



LEFT OUT



HURT



UNCOMFORTABLE



SILLY



Because...

- ☐ *I wanted to get my own way*
- ☐ *I wanted to be funny (or get a reaction)*
- ☐ *I was upset about something:*
- ☐ *I had a bad night/morning at home*
- ☐ *Other:*



My behavior made you feel...



SAD



MAD



FRUSTRATED



LEFT OUT



HURT



UNCOMFORTABLE



SCARED



To help restore what was damaged, I could...

- ☐ *Offer a sincere apology about what happened*
- ☐ *Make you a picture or write a kind note*
- ☐ *Give a gentle touch such as a hug*
- ☐ *Say 2 nice things to you*
- ☐ *Other:*



GOING FORWARD, I AGREE TO...



WALDEN GREEN MONTESSORI + RESTORATIVE JUSTICE

VICTIM'S NAME: _____ DATE: _____



You chose to...

This behavior was...

- ☐ Dangerous
- ☐ Disrespectful



Your behavior made me feel...



SAD



MAD



FRUSTRATED



LEFT OUT



HURT



UNCOMFORTABLE



SCARED



This damaged my...



FEELINGS



BODY



FRIENDSHIP



PROPERTY



TRUST



To help restore what was damaged, you could...

- ☐ Offer a sincere apology about what happened
- ☐ Make me a picture or write a kind note
- ☐ Give a gentle touch such as a hug
- ☐ Say 2 nice things to me
- ☐ Other: _____



In the future, please...

- ☐ Respect my feelings
- ☐ Respect my body
- ☐ Respect my friendship
- ☐ Respect my property
- ☐ Respect my trust



GOING FORWARD, I AGREE TO...



A TIME-TO-THINK



NAME: _____

I WAS FEELING...



HAPPY



SAD



MAD



BRAVE



EMBARRASSED



FRIENDLY



SORRY



DISAPPOINTED



FRUSTRATED



SILLY



HOPEFUL



LEFT OUT



EXCITED



JEALOUS



CURIOUS



CRANKY



SENSITIVE



PROUD



INSECURE



GRATEFUL



LOVED



GUILTY



UNCOMFORTABLE



SHY



HURT



SURPRISED



SCARED



KIND

BECAUSE...

<i>I wanted to get my own way</i>	<i>I wanted someone to listen to me</i>	<i>I wanted to be left alone</i>	<i>I wanted to impress someone</i>	<i>I was hurt by:</i> _____
<i>I was upset about something else</i>	<i>I wanted others to look at me</i>	<i>I had a bad night/ morning at home</i>	<i>I wanted to be funny (or get a reaction)</i>	<i>Other:</i> _____

(BUT) I CHOSE TO...

<i>not listen</i>	<i>be disruptive</i>	<i>be aggressive</i>	<i>be disrespectful</i>	<i>damage something</i>
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DETAILS:

(AND) I MISTREATED _____'S

				
FEELINGS	BODY	FRIENDSHIP	PROPERTY	TRUST

NEXT TIME I WILL TRY TO...

<i>walk away</i>	<i>ask for help</i>	<i>listen carefully</i>	<i>be respectful</i>	<i>be honest</i>
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Other: _____

PRACTICE POSITIVE OPTION(S) WITH ADULT (IF TIME)

OTHER SIDE: APOLOGY OF ACTION (IF TIME/NECESSARY)

Child Signature: _____	Adult Signature: _____	Date: _____
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"all feelings are acceptable but not all actions"

NAME: _____

DATE: _____

this is
my story

THE PEACEMAKER'S PATH ↔ THE SOLUTION WHEEL

STEP	MY PERSPECTIVE FIRST: COMPLETE STEPS 1-4 INDIVIDUALLY
	For me the problem is...
	This makes me feel... <i>angry surprised embarrassed scared frustrated</i> <i>hurt confused anxious disappointed aggressive</i>
	I would like you to...
	One solution could be... 1. take turns or share 2. apologize 3. flip a coin 4. bargain or compromise 5. get help from an adult 6. avoid or postpone 7. forget about it 8. rock-paper-scissors
	DISCUSS AND AGREE UPON ONE SOLUTION TO TRY: Student Signatures: _____ Adult Initials: _____

