



DISCIPLINE POLICY

Dr. Maria Montessori developed the concept of “normalization” to describe the process by which each child acquires certain personality characteristics that lead to success in the classroom and throughout life. A “normalized” child will love learning, be kind to others, develop concentration and good work habits, and, of course, become self-regulating and independent.

Our goal is to create, support and maintain an environment in which each child can successfully reach this expected level of normalization. *Normalization* of the classroom begins with the modeling of the appropriate behavior by all Camino staff combined with a high level of respect for each student. Many discipline problems can be avoided by the following proactive strategies practiced in every Camino learning environment.

Instructional Leads & Support Staff will:

1. Provide a structured Montessori environment in which a child feels secure and confident to choose his/her work;
2. **Set behavioral expectations & boundaries** through classroom instruction, role modeling, and class meetings;
3. **Post and discuss classroom rules** which are aligned with Montessori philosophy and standards of behavior;
4. **Redirect** a child and use positive conflict resolution techniques;
5. **Work one-on-one** with children who need additional guidance; and
6. **Refer child to Child Support Team (CST)** to discuss ways to help him/her succeed in the classroom

Our “non-negotiables” for ALL children:

1. Respect yourself, others, and our environment.
2. Demonstrate responsibility, respect, and self-restraint.
3. Treat all classroom materials with great respect and care.
4. Return all things to their proper place.
5. Keep the Camino environment clean and orderly.
6. Keep bathrooms neat and clean at all times.
7. When in the classroom, be engaged in an activity/job at all times.
8. Work quietly in the classroom.
9. Use walking feet at all times while inside Stagestop Marketplace & other indoor learning environments.

A child’s behavior becomes a problem when his/her negative actions disrupt the school environment and affect the positive values and culture defined in our Camino charter contract with Arizona. For the safety and well-being of all individuals in the Camino environment, the following are **absolutely unacceptable behaviors**:

10. Oppositional behavior--disobeying given directions while in any learning environments
11. Disrespect for trusted authority figures--talking back and arguing; non-compliance
12. Disrupting or impeding the work of others; interfering with others’ “right to learn”
13. Presenting a danger to self, others, or property.

14. Mis-use and/or damage of Camino materials, equipment, property
15. Encouraging others to misbehave and/or break rules
16. Showing rudeness or disrespect to others; disrespectful and/or inappropriate language
17. Littering

If a child exhibits unacceptable behavior, the following **disciplinary actions** may be taken, according to the severity of the misbehavior.

1. He/she will discuss the unacceptable behavior with applicable adults, which includes stating a better alternative choice.
2. He/she will be sent outside the immediate environment for a “reflection time” or be given a “community service” task to perform (litter pick-up, cleaning, etc).
3. If developmentally appropriate, the child will be required to complete classroom specific “Student Response Form”. The completed response will be sent home for parent/guardian review & signature and should be returned to school the following day.
4. He/she may conference with the School Director, or authorized person, to discuss the behavior issue with the child and may opt to:
 - 1) Call the parent/guardian to discuss the issue with the child present, and/or
 - 2) Place the child in “**in-school suspension**” and he/she will not be allowed to return to class until the parent/guardian has spoken to the Director, or designated staff; and/or
 - 3) A parent/guardian will be called to immediately remove the child from school for a specific length of time (Suspension) and conditions will be set for the child’s re-admittance to classroom.

***At any stage of the disciplinary action plan, a teacher may contact the parent/guardian by phone to discuss the student’s behavior and work out a home/school plan for improvement.

The teacher or parent/guardian may request a conference at any time to discuss behavior issues.

Camino Montessori Suspension/Expulsion Policy

Teachers, staff, and volunteers are required to document on a SchoolCues Incident Report any behavior requiring disciplinary action. All witnesses are encouraged to document their concerns and all views will be respected and treated as valid.

We treat every child individually and with a deep and reverent respect. Because we prescribe to a development model of learning that is “whole child development” focused, it is difficult to state disciplinary actions definitively—every child is different. When a child is sent home and/or suspended from school we realize the benefit may not be for that child, directly, but rather is in the best interest for other students’ right to a safe and supportive learning environment. Children who receive Special Education services, will have stated behavioral objectives included in their Individual Education Plan (IEP), when appropriate. Regardless, ALL behavior infractions will be handled in the appropriate and fair manner and according to our policy & guidelines.

Behaviors that require immediate suspension or possible expulsion hearings are as follows:

1. Swearing, foul language, or using abusive sarcasm, directed at another student, staff member, or parent;
2. Intentional abuse and/or vandalism to school property;
3. Bringing on campus any pornography, or explicit photography or written material;
4. Physical harm to another person with the intent to do bodily injury, exhibited by, but not limited to, hitting, stabbing, poking, pushing, slapping, kicking;
5. Bringing on campus any illegal substances or prescription and/or over-the-counter medications for unauthorized use, sale, or intent to distribute;
6. Stealing; theft

7. Touching another person's private body parts or intentionally exposing one's self for the sole purpose of self-gratification or harming, emotionally or physically, another individual; and
8. Bringing guns, knives, or any type of weapon that may be used to intimidate or threaten another person

PARENT/GUARDIAN'S ROLE IN SUPPORTING POSITIVE BEHAVIOR

The Power of Modeling

The parent of the child is the most important & consistent teacher in every child's life. Children are innately wired to observe and imitate the behavioral responses that are used by the most significant adults in their environment. Parents who are respectful and kind to others, especially their own children, are likely to see that same behavior develop in their children. Demonstrating a variety of healthy responses to frustration and set-backs, as well as modeling effective problem-solving techniques and non-judgmental communications are especially valuable to children in their childhood years. The age of childhood is the most critical time for practicing and learning to establish their own self-control. Experiences and learning during this stage prepare children for adolescence and, eventually, becoming an adult.

Discussion

While children absorb a great deal by observation, discussing ways to show respect, build trust, show empathy, manage anger, and practice forgiveness can help a child build successful relationships.

Reinforcement

Types of Motivation

Intrinsic Motivation--Intrinsic motivation is defined as performing an action or behavior because you enjoy the activity itself. Whereas acting on extrinsic motivation is done for the sake of some external outcome, the inspiration for acting on intrinsic motivation can be found in the action itself.

For example, you may read books simply because you enjoy reading. Many people have hobbies, such as collecting stamps, that they do simply because they find them pleasurable and get lost in "the flow". Even though maintaining a quality collection of stamps can produce a financial gain in the future, this is not enough to motivate someone that is intrinsically motivated to collect stamps. They do it because it is something that's fun to them. Montessori philosophy generally does not advocate external rewards for desired behaviors, as this tends to reduce the level of intrinsic motivation. However, the child's practice along with acknowledging and praising positive behavior is always important and will help shape a child's behavior far better than criticism, which only hurts the child's spirit.

Extrinsic Motivation--refers to taking some action in order to obtain a reward or outcome. Instead of doing something because it is fun, people who are extrinsically motivated act based on what they receive as a result. They are not concerned with the action itself; they are only concerned with the resulting rewards. While intrinsic motivation is based off internal factors, extrinsic motivation is dependent upon external factors and outcomes.

Different things can serve as sources of extrinsic motivation. For example, one person may work at a company in order to receive a paycheck, while another person may be working at that same job in order to receive health benefits. Extrinsic motivation also includes performing activities in order to avoid punishment. An example of this is completing your chores so that your parents won't ground you.

Montessori philosophy does not advocate external rewards for desired behavior, as this tends to reduce intrinsic motivation. However, acknowledging and praising positive behavior in age appropriate ways is always important, and will help shape a child's behavior far better than criticism.

Teaching Values

Camino is built on the concept of COMMUNITY. A community shares common values. Its members seek to give as much as they are able for the good of the whole, and take only what they really need. The community seeks to raise the level of the lowest members while keeping the entire community progressing forward toward a shared vision. At Camino, we value:

1. Respect for ourselves, others, and the environment;
2. Honesty & Integrity
3. Courtesy and exceptional manners;
4. Empathy for others and respect for differences among all people and cultures;
5. Responsibility for our personal decisions and actions;
6. Working cooperatively with others, which includes active listening, sharing opinions, negotiating, compromising, helping the group reach consensus, and taking a stand;
7. Seeking one's share of the work load;
8. Creating a balance between the needs of individual students and families and the needs of the school population as a whole; and
9. Passion, dedication & pride in our school and its mission.

Home/School Communication

Even the tiniest changes in a child's home life may affect his/her behavior and performance at school. Please notify the office and your child's teacher if any significant (or, seemingly insignificant) changes occur, such as:

1. Extended vacations or business trips by a family member
2. Child staying somewhere other than home for more than a day or two
3. Loss of a family member, including pets
4. Moving
5. Any change in family environment (separation, divorce, new partner, new baby)

******This information is strictly confidential & shared as "need to know", only******

Parent Enrichment & Continuing Education

Acquiring the knowledge, skills, and patience to raise healthy, happy, and well-adjusted children is an ongoing process that requires a tremendous amount of effort, time, and diligence. Several resources are available and parents are expected to take proactive responsibility in this area.

1. The school has a small library of helpful books than can be checked out by parents. Camino can provide a recommended reading list that covers Montessori and other topics of education.
2. Parents are encouraged to participate in parent education classes offered by local schools, community agencies, and local hospitals.
3. Camino is expanding our series of educational evenings and informal parent meetings that are designed to assist parents in building positive parenting practices, as well as increase their awareness of Montessori teaching methods & philosophy.
4. Parent/Teacher discussions may be scheduled at any time with your child's teacher to exchange ideas and strategies for specific behavioral issues that may be impacting the student or family. Contact the Admin Team for other educational and/or behavioral issues.

We can't over-emphasize that Camino Montessori is a **SCHOOL OF CHOICE**. Students who are unable to progress or become responsible, independent, and productive members of the Montessori Community have the option to return to the school offered by their local public school district/charter school. Traditionally, public schools offer a more conventional adult-led approach within classrooms and for learning. This approach may be a more suitable option for some children.

Parent understanding and support of the expectations established by Camino Montessori is vital to each child's behavior and successful performance. While children should not be denied access to educational opportunities based on their parent's unwillingness to follow the strategies outlined for success, these same children **cannot be permitted** to interrupt the learning environment and process for others.