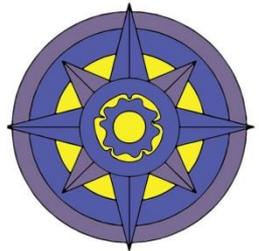


# Washington Montessori Public Charter School

WMPCS DISCIPLINE POLICY  
BALANCE OF LIBERTY WITH DISCIPLINE

***“Dedicated to pursuing our greatest potential to fulfill  
our responsibility to the world”***



Washington  
Montessori Public  
Charter School

## A Montessori Morning



WMPCS

YouTube video A Montessori Morning. A Montessori Morning.

[www.youtube.com/watch?v=09Y-huCMjlc](http://www.youtube.com/watch?v=09Y-huCMjlc)

## Normalization

Dr. 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 become independent.

*“Discipline in freedom seemed to solve a problem which had hitherto seemed insoluble. The answer lay in obtaining discipline by giving freedom.”*

*The Absorbent Mind p. 184*



## Goals of the presentation:

1. Give an understanding of Montessori normalization
2. Understand the students' and teachers' roles in normalization
3. Understand the process
4. Understand how WMPCS adheres to the Montessori discipline philosophy

*“The undisciplined child enters into discipline by working in the company of others; not being told he is naughty.”*



## Montessori Misconceptions

Montessori children:

- Have no discipline
- Can do whatever they want
- Always go to peace tables
- Run wild

Montessori teachers:

- Let the children do whatever they want
- Don't intervene because they "follow the child" and allow children to "develop at their own pace"
- Don't believe in discipline
- Do not intervene because they allow the children to "work it out"
- Only react if there is physical contact

*"All the crosses made by the teacher on the child's written work, all her scoldings, only have a lowering effect on his energies and interests. To tell a child that he is naughty or stupid just humiliates him; it offends and insults, but does not improve him."*



*“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.”*

### **WMPCS Discipline policy:**

Over the last 15 years, the policy has remained basically the same since the school’s inception.

Minor adjustments were made due to legislation concerning bullying and a slight differentiation between the levels/developmental planes of children.

We take a long range view of developing the whole child; as a result, our MS and HS have few suspensions. This is directly in contrast to the national statistics which show suspensions typically increase as children grow older.



*“Discipline is, therefore, primarily a learning experience and less a punitive experience if appropriately dealt with.”*

- I. Understand the journey from infancy to adulthood: developmental planes
- II. Prepare the environment
- III. Establish clear guidelines
- IV. Keep logical and consistent consequences for misbehavior



*"Hence, in schools like ours which are dedicated to the defence of spontaneity and which aim at setting children free, prizes and punishments obviously have no place. Moreover, the child who freely finds his work shows to him they are completely unimportant."*

*The Absorbent Mind p 224 Chap 24*

V. Redirect: Remove the child from the problem

1. Questions/reflects
2. Logical consequences
3. Peace table- active listening

VI. Removal: Remove the child

- I. Safety
- II. Violence



*"...when the attractions of the new environment exert their spell, offering motives for constructive activity, then all these energies combine and the deviations can be dispersed. A unique type of child appears. A 'new child', but really it is the child's true 'personality' allowed to construct itself normally."  
(The Absorbent Mind p 185, Chap 19).*

## VII. Commitment to the long process

1. Providing a safe environment
2. Providing appropriate and engaging curriculum and instruction
3. Guiding positively: Role modeling
4. Observing
5. Developing community
6. Accepting responsibility
7. Becoming independent
8. Respecting living and nonliving things
9. Focusing on the desired behavior
10. Making meaningful choices
11. Moving freely with grace and courtesy
12. Communicating effectively
13. Enjoying silence
14. Problem solving: Understanding how actions affect others
15. Internalizing
16. Achieving inner discipline: A learned behavior



"Let us always remember that inner discipline is something to come and not something already present. Our task is to show the way to discipline. Discipline is born when the child concentrates his attention on some object that attracts him and which provides him not only with a useful exercise but with a control of error. Thanks to these exercises, a wonderful integration takes place in the infant soul, as a result of which the child becomes calm, radiantly happy, busy, forgetful of himself and, in consequence, indifferent to prizes or material rewards."

## STUDENT BEHAVIOR POLICIES

The purpose of our Student Behavior Policy is to aid children in developing self-control and respect for the rights of others.

Physical and verbal abuse will not be used.

The Montessori Method supports helping children without rejecting them as people in order for them to understand why the behavior is considered inappropriate.

Continue?



## RESPECTFUL STUDENT BEHAVIORS

To encourage a positive atmosphere, the expectation is for students to treat one another with grace and courtesy. Students are to use careful movement as they respect all living things and all nonliving things. Each student is expected to:

- Respect people and all living things.
- Respect property and all nonliving things.
- Be honest. Admit to errors and mistakes.
- Use appropriate language.
- Think before you act.
- Use careful movement.
- Choose to do what is morally and ethically right.

*"The children in our schools are free, but that does not mean there is no organization. Organization, in fact, is necessary, and if the children are to be free to work, it must be even more thorough than in the ordinary schools."*



The following consequences shall be used for 3-6 and 6-9 non-violent offenses and violations of Respectful Student Behaviors.

<b>1<sup>st</sup> offense</b>	<b>The teacher will model/redirect a more appropriate behavior. The redirection will be accompanied by a written behavior notice that is sent home to be signed and returned.</b>
<b>2<sup>nd</sup> offense</b>	<b>The teacher will model/redirect a more appropriate behavior. The redirection will be accompanied by a written behavior notice that is sent home to be signed and returned. The teacher will contact the parent to elicit support in addressing the inappropriate behavior.</b>
<b>3<sup>rd</sup> offense</b>	<b>Depending on the severity of the offense, the classroom teacher or School Directress of Academics and Education may determine other consequences are appropriate, including but not limited to volunteer opportunities, additional assignments/projects, or suspension. If the inappropriate behavior continues, the Intolerable Student Behaviors/No Violence Policy may be implemented.</b>



The following consequences shall be used for 9-12, MS and HS non-violent offenses and violations of Respectful Student Behaviors.

<b>1<sup>st</sup> offense</b>	Verbal warning.
<b>2<sup>nd</sup> offense</b>	The teacher will model/redirect a more appropriate behavior. The redirection will be accompanied by a written behavior notice that is sent home to be signed and returned. The teacher may also contact the parent to elicit support in addressing the inappropriate behavior.
<b>3<sup>rd</sup> offense</b>	Depending on the severity of the offense, the classroom teacher or School Directress of Academics and Education may determine other consequences are appropriate, including but not limited to volunteer opportunities, additional assignments/projects, or suspension. If the inappropriate behavior continues, the Intolerable Student Behaviors/No Violence Policy may be implemented.



## Intolerable Student Behaviors/No Violence Policy Violations

The following behaviors will not be tolerated and will result in exclusion or suspension from school.

Additionally, a recommendation for expulsion may be made by either of the School Directors to the BoT.

- Any action or threat of an action that could jeopardize the safety and well-being of others
- Unacceptable physical contact
- Inappropriate public displays of affection
- Any offense outlined in the school's Harassment Policy
- Any illegal action including but not limited to:
  - Possession of a weapon
  - Possession of illegal drugs (including counterfeit), drug paraphernalia, tobacco, and alcohol
  - Any criminal behavior



"The discipline we are looking for is active. We do not believe that one is self disciplined only when he is artificially made as silent as a mute and as motionless as a paralytic. Such a one is not disciplined but annihilated. We claim that an individual is disciplined when he is a master of himself and when he can, as a consequence, control himself when he must follow a rule of life." (*The Absorbent Mind*).

The following consequences will be used for violation of the No Violence Policy:

<p><b>1<sup>st</sup> and 2<sup>nd</sup> Suspensions</b></p>	<p>A phone call will be made to notify the parent/guardian to pick up the child and appropriate remedial action will be taken to correct the behavior.</p>
<p><b>3<sup>rd</sup> Suspension</b></p>	<p>A parent will be requested to attend school with his child for a period of time to assist in effecting change toward positive behavior.</p>
<p><b>4<sup>th</sup> Suspension</b></p>	<p>A mandatory meeting is to be held with the child, the child’s teacher, administration, and parents/guardians to develop a Behavior Plan for the child. The child may not return to school until this meeting is held. If upon returning to school the child’s behavior does not conform to acceptable standards, he/she may be suspended for an extended time.</p>
<p><b>5<sup>th</sup> Suspension</b></p>	<p>Upon recommendation of the Director, the BoT will review the student’s disciplinary record and determine whether the student should be excluded, suspended or expelled from the charter school.</p>
<p><b>10<sup>th</sup> Suspension or 10<sup>th</sup> day of suspensions</b></p>	<p>Upon the 10<sup>th</sup> suspension or the 10<sup>th</sup> day of suspensions, the BoT will review the student’s disciplinary record and determine whether the student should be excluded, suspended or expelled from the charter school as required by state policy.</p>



## Helpful Articles on a Montessori Approach to Discipline On Discipline –

Reflections and Advice by Dr. Maria Montessori at Association Montessori Internationale

The Montessori Approach to Discipline by Mary Conroy and Kitty Williams Bravo at The Montessori Foundation

Freedom and Discipline by Marcy Hogan at Maria Montessori

Liberty and Discipline in the Montessori Classroom from Montessori for Everyone

Discipline – A Montessori Perspective from At Home with Montessori

Gluing and Redirecting Behavior in the Montessori Classroom from North American Montessori Center

Freedom and Discipline from e-Montessori

Discipline in the Montessori Classroom: Part One of Two— The Theory: What is Discipline and How

Do Children Achieve It and Part Two of Two— Lack of Skill or Unmet Needs, not Badness: How We

Handle Discipline Problems in Montessori by Heike Larson at LePort Schools





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