Brickton Montessori School 2026-27
Community Guidance & Discipline Policy
Community Conduct, Excerpt from the Brickton Montessori Parent Handbook

Ground Rules

Ground rules based on principles of respect for others and the environment are discussed with the students at the beginning of the year, and periodically as needed. The ground rules are introduced to the classrooms by the lead teacher and are consistent throughout the school day as well as the before school and afterschool programs. Ground rules help establish a peaceful, organized working group by defining behavior limits. Good, well-implemented ground rules will aid your child as he/she develops inner discipline and self-control. The two school-wide ground rules are:

1. Treat each person with respect.
2. Treat the environment with respect.

In the Nido, Young Toddler, Toddler, and Children's House programs, these ground rules are posted verbatim in the classroom. The Children's House lead teacher explains these rules to the students at the beginning of the year where they discuss what they mean in practical terms. The ground rules are discussed as often as necessary with the students individually and as a group throughout the year. Ground rules are stated positively, emphasizing what we want the children to do, and are modeled to elicit desired behaviors.

In the Elementary programs the students create and sign classroom ground rules based on these two core tenets. The classroom specific ground rules are used to facilitate independent conflict resolution discussions between the students. In the Lower Elementary program, the year begins with an activity that sensorially demonstrates the role of the individual within the classroom community. Students roll a ball of yarn across the meeting circle to one another, grabbing a piece of it before passing it on. Once each student has part of the yarn in their hand, a teacher begins to tug and asks students who felt the pull. The teacher goes on to explain that each student's behavior positively or negatively impacts the community. Students and teachers then go on to discuss privileges and responsibilities, and how the two are intertwined. From these discussions, students create the ground rules that will be the backbone of conflict resolution throughout the year which is signed by all students. Lead teachers will also refer to these initial discussions when speaking with individual students about strategies for improving self-control and independence. The Lower Elementary program also identifies a student mentor position to facilitate conversations between students when they are unable to resolve a conflict on their own.

In the Upper Elementary program, the conversation begins by stating the two schoolwide ground rules and moves on to discussions of examples of following and not following those rules. The students then craft their own classroom specific ground rule which is signed by all students and posted in the classroom. At the Middle School level, students take complete ownership of crafting their ground rules and are the primary enforcers of them.

In addition to ground rules, the lead teachers and designated students facilitate group meetings regularly, allowing students opportunities to discuss classroom social issues or concerns. In the Elementary programs, the students utilize an agenda notebook where they record items to be discussed throughout the week, such as an

unclean bathroom, missing community items, or social issues. In Middle School, it moves to a more student driven “counsel” and employs the use of a “talking stick” to ensure that all parties are heard.

Discipline

Discipline is most effective when it is directly related to the offending or inappropriate behavior using logical consequence and positive discipline methods so that the child has the opportunity to see the results of his/her actions and can explore acceptable alternatives. In this way, a child can learn and grow from mistakes. The goal is to help the child understand how behaviors can adversely impact the sense of well-being and safety in the community and to involve the child in the process of restoring a positive relationship with the group through restorative justice. Responsibility extends to working with others to determine how to make the situation all right again. Discipline will be immediate and supervised by the adult in charge.

Parents of any child who repeatedly disobeys the ground rules will be contacted. If, after reasonable attempts to address disobedience of ground rules, the child continues to disobey them, the child may be excluded from the program.

Parent Concerns

If parents have any questions or problems about their student or classroom activities, they should express these concerns to the lead teacher. The lead teacher will respond as soon as possible. (See also PROBLEM RESOLUTION)

Problem Resolution

In the event that you have a question or concern about your child or your child’s program, please contact your child’s lead teacher. It is usually best to write your concern down in a note or email to share with your child’s teacher. If deemed necessary, the parent and lead teacher will map out a course of action and time schedule in order to obtain a meaningful resolution. If the problem continues, then the head of school will meet with the parent and teachers to further refine the action plan and time schedule.

If after reasonable attempts, the parent is still dissatisfied, the parent may submit a written statement to the Board. The Board will consider such statements in a closed meeting and advise the parent of its disposition of the statement.

The State of Illinois requires that law enforcement officials and the Illinois State Police be notified of firearm incidents at the school. The school must also report instances of drug violations to local law enforcement officials as required by the School Reporting of Drug Violations Act 105 ILCS 127/1 ET SEQ.

Parents, please read and submit this signature page before the first day of attendance.

I/we, _____ parent(s) of _____ , hereby certify that I/we received a copy of Brickton Montessori School's Guidance and Discipline Policy.

_____Date _____ Signature of Parent

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