



Link IB World School

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Discipline With Dignity

As a World School, the development of explicit attitudes and the expectation of socially responsible behavior are essential elements of our school culture. The IB Learner Profile provides the foundation for our positive Discipline With Dignity Guidelines. The ten attributes of the IB Learner Profile characterize individuals with an international perspective and define the type of learner we hope to develop. The IB Learner Profile attributes we strive for are:

Inquirers We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

DISCIPLINE WITH DIGNITY PLAN

In alignment with the PYP/IB philosophy, Discipline with Dignity (Curwin, & Mendler) is defined as an affirming approach to managing the classroom that promotes respect for self and others. The emphasis is on preventing problems by helping students to understand each other, work well together, and develop responsibility for their own actions. Our Link Discipline Plan affords every student the guidance in making good decisions about his or her behavior and, as such, an opportunity to learn in a positive, nurturing classroom environment. Our Plan clearly states expectations and positive recognition for appropriate behavior, as well as, interventions and consequences for inappropriate behavior.

Expectations:

As members of the Link Family and Clarkstown Community, students are expected to:

1. Use words and actions to demonstrate respect for self and others.
2. Be on time and prepared for school each day with books, supplies, homework and assignments.
3. Be responsible and care for all books, materials, equipment, and school property.
4. Follow rules and directions – look at and listen to the teacher when he/she is speaking.
5. Raise their hand to speak and wait my turn.
6. Listen to and respond to anyone who is speaking in a respectful manner.
7. Walk quietly and respectfully in the school hallways.
8. Keep their hands, feet, and objects to myself.
9. Always use words and actions kindly. Know and understand that fighting, name calling, cursing and starting arguments are not acceptable behaviors.
10. Use words and actions to help make Link Elementary School a place to be proud of.

** These expectations apply in all areas of our building, including classrooms, special areas, outdoor recess, cafeteria, halls and bathrooms.

Positive Recognition: “Fill Your Bucket With Learner Profile Traits”

Discipline with Dignity views positive recognition as a powerful tool for encouraging and affirming responsible behavior and raising student self-esteem. The Positive Recognition that students receive on a regular basis include, but are not limited to: praise, “thumbs up”, positive notes to students; positive calls or notes sent home to parents; first in line; select your own seat; privilege pass; Student of the Week, etc.

A school-wide Positive Recognition Program will be put into place this fall to celebrate kindness, respect, citizenship and our Learner Profile Traits. The theme from the “Fill Your Bucket” children’s book series will be used to support our Learner Profile Traits. These heartwarming books encourage positive behavior by using the concept of an invisible bucket to show children how easy and rewarding it is to express kindness, appreciation, and love by “filling buckets.” Each time a child is recognized exhibiting a Learner Profile trait or attribute, they will “Fill the Bucket.” As “buckets” get filled in the classrooms, main hall and cafeteria, children will receive individual and collective acknowledgment for their acts. Classroom and school wide events around this theme will be ongoing to foster an environment of caring, kindness and respect. **Special Recognition Events:** In addition, the hard work, good citizenship and positive behaviors of students is recognized and celebrated throughout the year with special events including but not limited to: Assemblies, grade level picnics, trips, outdoor events and Field Day.

Reflection and Responsible Choices:

Reflective Journal Entry: THIS IS NOT A CONSEQUENCE; IT IS A TEACHING TOOL! “Making Responsible Choices” is filled out by the child as a way of reflecting on the inappropriate action/behavior and considering alternate choices. It is not viewed as a consequence, but rather a means of reflection. The Entry is discussed with the teacher/staff member and then sent home for discussion with the parents. Parents sign and comment demonstrating to the child a strong school/home partnership.

Consequences:

Although the emphasis of our Discipline with Dignity approach is on preventing problems by helping students to develop responsible behaviors and make respectful choices, consequences result when students choose not to follow rules and expectations. The levels of consequences are flexible depending on the Stage, frequency and severity of the infraction. Chronically misbehaving students and/or students acting in ways that are unsafe to self or others may go directly to consequences outlined in Stages 5-8 with supportive interventions from our Student Assistance Counselor. These consequences are aligned with the District Code of Conduct.

Stage 1 – Warning/Verbal Reminder

Stage 2 - Time away from group (can be in same class or in a colleague’s class);

Stage 3 - Parent Phone Call and/or Conference, may include child

Stage 4 - In-school detention with work to be supervised by TA

Stage 5 - In-school full day detention with work supervised by TA

Stage 6 - After school detention ½ hour-(parent notified will take place the following day.

Stage 7 – Suspension: refer to District Code of Conduct on District Webpage

Extreme and/or Violent Acts, Bullying or Destruction to School Property:

Students will be sent to the Principal for investigation and disciplinary action as per State Law “Discipline with Dignity” and district policy. The consequence may result in suspension.

TEAR OFF, SIGN AND RETURN TO CLASSROOM TEACHER:

My child, _____ and I have read and discussed these policies and expectations.

Signed, _____ Date _____

Please keep the document for periodic review throughout the year. An Incident Report is to be filled out by the person reporting an event involving physical altercations or suspected bullying. Thank you.