



DISCOVERY ELEMENTARY STUDENT SUCCESS POLICY

WE BELIEVE that students need to.....

- Be cared about and care about others
- Respect themselves, their school and others
- Make choices that will help everyone learn
- Accept responsibility for the choices they make
- Solve problems in a positive way

Discovery has developed the Student Success Policy to support these beliefs and to create an environment that is safe and orderly.

R's for the Future: Respect & Responsibility

Our students have the right to an education in an environment that is safe and orderly and therefore conducive to learning. All students will be treated with respect. Respect for self, others and property as well as high standards of personal responsibility are the basis for creating this environment at Discovery. Respect and responsibility are skills necessary for our students to be successful and effective in their school, home and work environment. Discovery staff will teach, model and promote these skills.

DISCOVERY RULES:

WE BELIEVE THAT STUDENTS WHO ARE TAUGHT TO RESPECT THEMSELVES AND OTHERS ARE MORE LIKELY TO BE SUCCESSFUL IN THE FUTURE. WE HAVE THREE RESPECT-BASED RULES AT DISCOVERY:

1. STUDENTS WILL BEHAVE IN A RESPECTFUL MANNER AND SHOW RESPECT FOR THEIR PEERS.
2. STUDENTS WILL SHOW RESPECT FOR PROPERTY.
3. STUDENTS WILL SHOW RESPECT FOR AUTHORITY.

POLICY

I. Rewarding Positive Behavior:

We believe that the best Student Success Policy encourages, promotes and recognizes respectful and responsible behavior, attitudes and actions. The "Super Eagle Award" is given to students who demonstrate outstanding effort in these areas.

II. Conflict Mediation:

To encourage independence and responsibility, students are taught strategies for resolving day-to-day conflict. The concepts vary according to the grade level but the main strategies include: calming down, identifying own feelings, communicating using "I messages" and active listening, and choosing a solution that both can agree on. These concepts are taught by the Guidance Counselor.

Discovery also uses peer mediators on the playground. Students who volunteer and are trained as Conflict Mediators offer their assistance as mediators between students in conflict on the playground, facilitating communication and enabling problem solving. Students who choose to use the services of the Conflict Mediators find that they can resolve common childhood conflicts themselves, and as a result of that success, experience a sense of competence among peers. Conflict mediators do not intervene in situations involving physical violence.

III. Discipline is Enforced Fairly & Consistently:

Every Discovery Staff member will receive and review this policy. Teachers will review it with their class the first week of school. The school counselor will provide training to staff twice a year.

IV. Progressive Discipline Approach:

Teachers work with their students to establish class rules and consequences intended to create the appropriate classroom climate.

In general, minor infractions are handled on the spot with a reminder or a natural consequence. For example, a student disrupting another's game is given a "time out." Misconduct that is more serious, recurring, or that happens outside the classroom may result in disciplinary action. This action will progress from less serious to more serious based upon the frequency and severity of such misconduct and may result in a Discovery Incident Report.

The Incident Report Procedure is detailed below:

1. The staff member reporting the incident completes a *Discovery Incident Report*. The principal or program assistant will meet with the student to discuss the form. Two copies go home with the student; one for the parent to sign and return and one to keep. One copy goes to the teacher and one is kept in the office. *Students are responsible for returning the signed form to the office on the next school day. Students will miss lunch recess until the signed report has been returned to school.*
2. When it is necessary to complete a 2nd *Incident Report*, step 1 is repeated. Additionally, the student will miss 3-5 recesses.
3. When it is necessary to complete a 3rd *Incident Report*, step 2 is repeated and a *Problem Solving Form* is sent home so that the student, working with the parent can develop a plan. The student will miss 3-5 recesses.
4. When it is necessary to complete a 4th *Incident Report*, a conference is held with the student, parent reporting staff and principal in attendance.

V. Records:

All *Incident Reports* are discarded when students go to middle school with the exception of suspensions and expulsions which remain in the child's cumulative file.

DISCIPLINE PROCEDURES FOR MAJOR OFFENSES

State Law, RCW 9.41.280 and Issaquah School District policy outline discipline for major offenses such as harassment, possession of a weapon, drugs or alcohol. Offenses such as these are of such a serious nature that they may result in immediate expulsion and possible criminal prosecution.

Related Documents: ISD #411 Elementary School Parent Handbook; ISD Transportation Department School Bus Guidelines for Parents and Students.



Attendance/Tardy Policy

Attendance Policy

Regular and punctual school attendance is one of the most critical factors in your child's progress. According to Washington State Law, students six years of age and older and their parents are responsible for ensuring the student's daily attendance. Absences that are excused are illness/health, religious observances, family emergencies, and family trips with prior principal approval. We do not want children who are ill to be at school. However, we do want to encourage students to attend when possible. Therefore, after 10 absences have occurred within a grading period, parents will be requested to submit a doctor's note stating the reason for the absences. In the case of a serious or chronic illness when communication with the school has occurred, this requirement will be waived.

Tardy Policy

Daily punctuality is necessary to avoid classroom disruption, maximize student learning, and is a basic principle of responsibility and common courtesy. Students coming and going throughout the day take away from teaching time and often interrupt the focus of the students in the classroom. This policy's goal is to inspire daily punctuality, instilling it as a valuable life skill for our children.

Our Site Council has worked together with our staff to create a Tardy Policy with the intent of reducing the number of student tardies at Discovery. A tardy is considered either arriving at school late or leaving prior to dismissal time.

The policy:

- "Tardy" is defined as not in class at 9:15A.M. (9:00 A.M. on Wednesday), or leaving prior to 3:38 P.M. (1:15 P.M. on Wednesday).
- Late bus arrivals are not considered tardies.
- An office slip will go home with the student on the day he/she is tardy.
- After 3 tardies within a trimester, a letter of notice from the principal is sent via the US Postal Service mail to the parent or guardian describing the future consequences.
- At 5 tardies within a trimester, the student serves a detention at a lunch recess.

- **At 7 tardies within a trimester, the student serves an after school detention. A notification letter will be sent home prior to the detention. The detained student must be picked up in the office by a parent or guardian.**
- **After the 7th tardy, each subsequent tardy results in an after school detention as above.**
- **Due to age appropriateness and supervision requirements, school administrators will determine the time and date detention will be served.**
- **The tardy count begins anew with each trimester.**